

Spec.Col.

LD

1017

C75815

1970/71

c.2



**1970-71**



Carlson Library

# CLARION STATE COLLEGE

CLARION, PENNSYLVANIA



CATALOGUE ISSUE  
1970-1971

Spec. Col.  
20  
1017  
C 75815  
1004/41  
C 2

MEMBER OF  
AMERICAN ASSOCIATION OF COLLEGES FOR  
TEACHER EDUCATION

MEMBER OF  
AMERICAN ASSOCIATION OF STATE  
COLLEGES AND UNIVERSITIES

ACCREDITED BY  
MIDDLE STATES ASSOCIATION OF COLLEGES  
AND SECONDARY SCHOOLS

ACCREDITED BY  
NATIONAL COUNCIL FOR ACCREDITATION OF  
TEACHER EDUCATION

CLARION STATE COLLEGE WELCOMES QUALIFIED STUDENTS, FACULTY,  
AND STAFF FROM ALL RACIAL, RELIGIOUS, ETHNIC, AND SOCIO-  
ECONOMIC BACKGROUNDS



# TABLE OF CONTENTS

Calendar .....	4
Campus and Facilities .....	7
Venango Campus .....	10
Student Affairs .....	10
General Information .....	21
Admissions .....	24
Withdrawal .....	26
Scholarship Requirements .....	27
Degree Programs .....	29
Graduate Study .....	31
Financial Information .....	31
Fees .....	31
Financial Aid Services .....	36
Employment .....	40
Teacher Education .....	42
Certification .....	43
Requirements in Teacher Education .....	44
Public School Student Teaching Centers .....	46
Course Distributions in Teacher Education ..	48
Areas of Major Specialization—Secondary ..	52
Special Fields and Services in Education .....	65
Library Science .....	66
Music Education .....	68
Public School Nursing .....	72
Safety Education .....	72
Special Education .....	73
Venango Campus Courses .....	76
Business Administration .....	77
Liberal Arts and Sciences .....	81
Graduate Study .....	94
Course Descriptions .....	99
Enrollment .....	158
Board of Trustees .....	158
State Board of Education .....	159
Administrative Staff .....	159
Academic Services Staff .....	159
Student Services Staff .....	160
General Services Staff .....	160
Faculty .....	161
Emeriti .....	180
Index .....	183

# CALENDAR 1969-70

## PRE-SESSION 1969

Session Begins .....	Monday, June	2
Session Ends .....	Friday, June	20

## REGULAR SESSION 1969

Session Begins .....	Monday, June	23
Session Ends .....	Friday, August	1

## POST SESSION 1969

Session Begins .....	Monday, August	4
Session Ends .....	Friday, August	22

## FIRST SEMESTER 1969-70

Registration of Freshmen and New Students .....	Monday, September	8
	Tuesday, September	9
Registration of Upperclassmen .....	Tuesday, September	9
	Wednesday, September	10
Classes Begin at 8:00 A.M. ....	Thursday, September	11
Evening Classes Begin .....	Thursday, September	11
Thanksgiving Recess Begins 5:50 P.M. ....	Tuesday, November	25
Thanksgiving Recess Ends 8:00 A.M. ....	Monday, December	1
Applications for Graduation Due .....	Friday, December	5
Christmas Recess Begins Noon .....	Saturday, December	20
Christmas Recess Ends .....	Monday, January	5
Final Tests Begin .....	Monday, January	12
Evening Classes End .....	Thursday, January	15
Semester Ends .....	Tuesday, January	20

## SECOND SEMESTER 1969-70

Registration .....	Monday, January	26
	Tuesday, January	27
Classes Begin .....	Wednesday, January	28
Evening Classes Begin .....	Thursday, January	29
Application for Graduation Due .....	Friday, April	3
Easter Recess Begins 5:50 P.M. ....	Wednesday, March	25
Easter Recess Ends 8:00 A.M. ....	Tuesday, March	31
Final Tests Start .....	Thursday, May	14
Evening Classes End .....	Thursday, May	21
Alumni Day .....	Saturday, May	23
Commencement .....	Sunday, May	24
Semester Ends .....	Monday, May	25

# CLARION STATE COLLEGE

## CALENDAR 1970-71

### PRE-SESSION 1970

Session Begins .....	Monday, June 8
Session Ends .....	Friday, June 26

### REGULAR SESSION 1970

Session Begins .....	Monday, June 29
Session Ends .....	Friday, August 7

### POST SESSION 1970

Session Begins .....	Monday, August 10
Session Ends .....	Friday, August 28

### SIX WEEK SESSIONS


First Session Begins .....	Monday, June 8
First Session Ends .....	Friday, July 17
Second Session Begins .....	Monday, July 20
Second Session Ends .....	Friday, August 28

### FIRST SEMESTER 1970-71

Registration of Freshman and Transfers .....	Wednesday, September 9
	Thursday, September 10
Registration of Upperclassmen .....	Thursday, September 10
	Friday, September 11
Registration of Evening Classes .....	Thursday, September 10
Classes Begin at 8:00 A.M. ....	Monday, September 14
Evening Classes Begin at 6:00 P.M. ....	Monday, September 14
Thanksgiving Recess Begins 5:50 P.M. ....	Tuesday, November 24
Thanksgiving Recess Ends 8:00 A.M. ....	Monday, November 30
Applications for Graduation in January 1971 Due .....	Friday, December 4
Christmas Recess Begins 12:00 Noon ....	Saturday, December 19
Christmas Recess Ends 8:00 A.M. ....	Monday, January 4
Final Examinations Begin .....	Monday, January 11
Evening Classes End .....	Friday, January 15
Semester Ends 5:50 P.M. ....	Tuesday, January 19

### SECOND SEMESTER 1970-71

Registration .....	Monday, January 25
	Tuesday, January 26
Registration of Evening Classes .....	Tuesday, January 26
Classes Begin 8:00 A.M. ....	Wednesday, January 27
Evening Classes Begin .....	Wednesday, January 27
Application for Graduation in May 1971 Due ....	Friday, April 2
Easter Recess Begins 5:50 P.M. ....	Wednesday, April 7
Easter Recess Ends 8:00 A.M. ....	Tuesday, April 13
Final Examinations Begin .....	Monday, May 17
Evening Classes End .....	Friday, May 21
Alumni Day .....	Saturday, May 22
Commencement .....	Sunday, May 23
Semester Ends .....	Monday, May 24



Digitized by the Internet Archive  
in 2010 with funding from  
Lyrasis Members and Sloan Foundation

# THE CAMPUS AND FACILITIES

## MAIN CAMPUS

The main campus of Clarion State College occupies a tract of 55 acres. The Memorial Athletic Field provides recreational area of 29 acres for athletic events. The evolving arrangement of the campus, including its academic buildings, residence halls, service buildings, walks, and roadways are the result of a series of master plans for growth of the college. The physical plant development is the result of careful study to provide a functional and aesthetically attractive campus.

THE ADMINISTRATION AND LIBRARY BUILDING is a new structure facing Wood Street from the front campus. The west wing is occupied by the Library and the Library Science Department. The second wing houses college administrative and business offices and classrooms. The college book store is in the basement of the administrative wing.

CARLSON LIBRARY, named for the College Librarian from 1929 to 1963, is located in the Library-Administration Building and contains approximately 175,000 volumes. Over 2,500 periodical titles are received currently. The Library is growing rapidly to provide students and faculty with materials of instruction, cultural advancement, recreation, and research. A significant reference collection, an open-stack policy permitting all library users direct access to books, and a dedicated staff supply the resources essential for successful college experiences. Carlson Library also houses a curriculum collection and a juvenile and young people's collection.

The branch library at Oil City accommodates immediate research needs for students and faculty on the Venango Campus.

LIBRARY ADDITION will be completed in spring, 1970, and will triple the existing floor space. As a four-floor structure, it will provide a total volume capacity of approximately 280,000 volumes. A second addition of five floors is scheduled.

DAVIS HALL was named for A. J. Davis, President of the College from its beginning as a state institution in 1887 to 1902. The structure, located on Greenville Avenue, was built in 1934 and was completely remodeled in 1968. It is the Audio Visual-Closed Circuit Educational Television Center for the campus. Both CCTV and radio origination studios are located here as well as the Audio-Visual department, its classrooms, laboratories, and offices.

OLD SCIENCE HALL houses the Business Administration program including its classrooms, laboratories, and offices.

STEVENS HALL was named for Thaddeus Stevens, the father of the Pennsylvania Public School Law of 1834. Formerly a labora-



tory school (K-6), it was converted to a college classroom building in 1969 for professional and special education programs.

SPECIAL EDUCATION CENTER is attached to the west end of Stevens Hall facing Eighth Avenue. The structure houses college classrooms, a thirty station language laboratory, micro-teaching suites, and modern clinic facilities for the diagnosis and rehabilitation of a wide range of human problems (learning, speech, language, hearing) in the Psycho-Educational Clinic and the Speech and Hearing Clinic.

EGBERT HALL was named for Professor Walter R. Egbert, who was teacher and Dean of Men at the College from 1887 to 1920. The Offices of the Dean of Students, Admissions, and Student Aid, as well as faculty offices are located here. Health service and infirmary service are provided in a well equipped facility located on the first floor. A professional nursing and medical staff is available for general health problems.

HEALTH SERVICES CENTER will be constructed on a site bounded by Wood Street and Wilson Avenue. It will provide modern clinical and infirmary facilities and offer services of a full-time medical staff.

MUSIC HALL is now a classroom and office building for the Speech Department with the President's home on the second floor.

THE CHAPEL THEATRE, an attractive stone building with a seating capacity of four hundred, is used for concerts, dramatic presentations, and lectures.

PIERCE SCIENCE CENTER, occupied in 1968, provides outstanding, modern facilities including classrooms, laboratories and offices for the departments of Physical Science, Biological Science, Mathematics, and Geography. A 250-seat science lecture hall and a planetarium with a diameter of 40 feet are housed in a wing connecting to the main building. The Computer-Data Processing Center is on the ground floor.

THE HARVEY STUDENT UNION was named for Frank Laird Harvey, a Trustee of the College from 1911 to 1932. The building provides recreation rooms and offices. The ground floor includes snack bar facilities and a large commons room. From 1943 to 1968 the building was a gymnasium.

TIPPIN GYMNASIUM-NATATORIUM is a new physical education plant which was completed in 1968. It provides classrooms, physical education teaching stations and offices. The 3600-seat arena accommodates spectator facilities for varsity sports and intra-mural competitions. The natatorium includes a diving pool and swimming pool for instructional programs, varsity sports, intra-mural competitions, and recreation.

FINE ARTS CENTER-AUDITORIUM is scheduled for occupancy in 1969. It serves the Art, Music, and Speech-Drama departments providing classrooms, studios, laboratories, exhibit areas, and rehearsal facilities. The auditorium with a capacity of 1700 seats will accommodate concerts, lectures, and a wide variety of additional cultural events. A little theatre of 250 capacity utilizes the stage which is common to the auditorium.

STUDENT CENTER, tentatively located in the Wilson Avenue-Payne Street triangle, will offer attractive lounge and recreational facilities, snack bar, and book store.

ADMINISTRATION BUILDING will be located on Main Street. It will provide offices for the President and his staff, Dean of Academic Affairs and staff, Registrar, Admissions Office, and the Business Office.

RESEARCH-LEARNING CENTER will be located at Greenville Avenue and Thorn Street. It will provide experimental educational laboratories for research with pre-school, K-12, and post-school groups. The educational research specialists will provide college and regional services for research projects, implementation programs, and educational consultative assistance.

CHANDLER DINING HALL was named for Dr. Paul G. Chandler, President of the College from 1937 to 1960. Modern in design and equipped with the latest food preparation and serving facilities, it provides an attractive and comfortable dining environment.

BALLENTINE HALL, residence for young men, was named for Professor John Ballentine, who was a teacher and at various times acting president of the College from 1887 to 1920. Located on Wood Street, it provides housing for 116 students.

BECHT HALL, residence for young women, was named for J. George Becht, who was president of the College from 1904 to 1912. Located on Wood Street, it provides housing for 200 students. It is scheduled for replacement with a new dormitory for women.

GIVEN HALL, residence for young women, was named for Lorena M. Given, who taught at the College from 1893 to 1919. Located on the east side of the campus, it provides housing for 250 students.

RALSTON HALL, a residence for young women, was named for Mrs. Amabel Lee Ralston, who was Dean of Women at the College from 1922 to 1930. Located adjacent to Given Hall, it provides housing for 200 students.

MEN'S DORMITORY, planned for occupancy in fall, 1970, and located on Main Street, will provide housing for 450 students.

WOMEN'S DORMITORY, planned for occupancy in fall, 1970, and located on Main Street, will provide housing for 450 students.

MEN'S DORMITORY, planned for construction in 1969-70, and located on Payne Street, will provide housing for 450 students.

## VENANGO CAMPUS

Clarion State College operates an off-campus center located in Oil City, Pennsylvania. Clarion's Venango Campus is a tribute to the civic spirit of the people of the Oil City-Franklin area who supported and financed the venture. The Campus is located on a sixty-two acre wooded area on West First Street overlooking the Allegheny River.

Staffed with full-time faculty members of Clarion State College, Venango Campus offers students a convenient, inexpensive opportunity for two years of their college education. Courses offered at the branch campus are identical with those offered on main campus.

VENANGO CLASSROOM BUILDING is an attractive, modern building containing classrooms, laboratories, library, recreational room, and college offices.

MONTGOMERY HALL, a privately owned residence hall located on the Venango Campus, provides housing for 105 women students and 105 men students. A dining hall is included in the building.

## STUDENT AFFAIRS

Clarion State College provides not only for the academic training of young men and women but also for their development as mature, self-confident, socially competent adults. All campus facilities, including residence halls, dining halls, social center, and other places where students meet and live, are organized and used as means for helping students toward democratic living.

To assist such development, student personnel services are provided. These services enable those enrolled at Clarion State College to perform more adequately as students and to derive maximum benefit from the academic, cultural, social, and recreational opportunities offered by the campus environment. In addition, every administrative and teaching member of the faculty is charged with the responsibility of assisting students to make a wholesome adjustment to college life.

Student activities represent an important phase of student-faculty association and of social and recreational experience. Campus organizations provide a program in which each student may engage, according to his individual interests, in activities which meet his own needs and desires.

Clarion State College students have a voice in forming and administering college policies by serving with faculty members on



many standing committees. Through student government, students exercise direct control over most phases of student life.

## STUDENT PERSONNEL SERVICES

### HOUSING SERVICES

Students at Clarion State College live in residence halls, fraternity houses, facilities in the community, or their own homes. All freshmen and sophomore students are required to live in the residence halls unless commuting from their homes. Upon written application to the Office of the Dean of Student Affairs, exceptions to this policy may be granted. Student residence requirements are subject to annual review.

It is the desire of the college to have students representing all creeds, races, and ways of life living in the residence halls. In order to achieve this and, at the same time, comply with the Pennsylvania Fair Education Practices Act, all housing assignments are made without regard to race, religion, color, ancestry, or national origin. Within each residence hall, there is a cross section of students representing most aspects of a highly divergent student body, thus providing a cosmopolitan community. In this community, the student is exposed to living and working with all types of people. Hall and roommate preferences stated on housing applications are given consideration in making assignments and are honored whenever possible.

The contract for assignment to residence halls is for the entire academic year unless the student withdraws from college, graduates, or leaves campus for student teaching prior to the end of the year. Housing and food service fees are payable at the same time as other college fees become due. Refunds cannot be made unless the student withdraws from college for medical reasons properly certified by the attending physician.

A separate housing and food service application must be submitted for each year. All upperclassmen returning to residence halls must submit a room reservation form at the announced time. Housing information will be mailed to new students prior to registration. All room reservation forms must be accompanied by a non-refundable deposit.

Housing and food services are provided only on a combined basis for students living in the residence halls. Housing and food service contracts may not be transferred or assigned. The meal ticket may be used only by the student to whom it is issued, and a room may be occupied only by the student to whom it is assigned.

Student rooms in the residence halls are furnished with beds, desks, chairs, dressers, closets, pillows, and linen. Students should plan to furnish blankets, study lamps and towels. Many students

also provide curtains, bed spreads, and small throw rugs. Radios and record players are permitted if they are operated with due consideration for others.

General residence hall rules and regulations are contained in the Student Handbook; in addition, specific rules applicable to individual residence halls will be made available to each resident when he moves into a hall. Current rules and regulations have been established and are enforced by the governing bodies of the residence halls.

A limited list of housing available in the community is maintained by the Office of the Dean of Student Affairs.

## FOOD SERVICE

Wholesome, well-balanced meals are provided in Chandler, Forest Manor, and Montgomery Dining Halls by Servomation-Mathias, Inc. All students living in residence halls are required to eat their meals in a dining hall. Students not living in residence halls are invited to eat their meals in Chandler Hall on a semester contract or individual meal basis.

## HEALTH SERVICE

Recognizing that good health is important to the educational process, the college provides for the protection and development of the health of its students. The Health Services Center is located on the first floor of Egbert Hall and is staffed with resident nurses 24 hours per day, seven days per week.

College physicians maintain regularly scheduled office hours Monday through Friday. Additional visits to infirmary patients are made as required. When ill, students are expected to make every effort to visit the Health Service during regular clinic hours.

A ten bed infirmary is available to all full-time students; however, neither the college physicians nor nurses can make house calls. A Parental Permit form must be on file in the Health Service before a minor student can be treated.

MEDICAL SERVICES in addition to routine clinical examinations are available within the community. If hospitalization is indicated, parents will be contacted immediately in order that their wishes may be known. In any cases requiring transportation to a hospital, an ambulance will be used at the expense of the individual involved. Other related expenses, not covered by student insurance programs, are the responsibility of the student.

## STUDENT INSURANCE

In order to ease the financial burden which could result from serious or extended illness or injury, Clarion State College requires all students to participate in a group insurance plan which covers the student wherever the illness or accident may occur. A waiver

privilege will be extended to those students who have private coverage. A policy may be for a full twelve months from September 1 to August 31; the second semester, January 26 to August 31.

### COUNSELING SERVICE

The Counseling Center offers professional services regarding educational and vocational goals as well as problems related to personal, social, and emotional adjustment. The services of the Counseling Center are available at no charge to all regularly enrolled Clarion State College students.

Most students request counseling on their own initiative. Some, however, need encouragement from others to seek counseling assistance. These students may be referred by instructors, academic advisers, residence hall staff, administrators, parents, or fellow students. Those in need of counseling services are not just the marginal or immature students; frequently the exceptionally able and conscientious students require the benefits of professional help in the counseling setting.

The counseling relationship is of a confidential nature. Written authorization by the student is normally required by the counselor before sharing information with other professional personnel.

For students who exhibit need or psychiatric evaluation and/or therapy, the Counseling Center maintains a referral service with the Venango County Mental Health Center in Oil City.

### PLACEMENT SERVICE

The College Placement Service assists all Clarion State College graduates in obtaining positions for which their college program has qualified them. Vacancy notices are received from public schools, government agencies, business and industry and are relayed to those who are registered with the Placement Service. Assistance is given college students and personnel officials in arranging for employment interviews. Placement credentials are prepared and distributed to support the candidacy of registrants. Students' competence in their areas of specialization, their conduct, and their general demeanor are presented in a professional manner by the Placement Service for review by prospective employers.

The Placement Service is a free service. Graduates of former years are served, as well as current seniors, and all are urged to maintain their contacts with the Placement Service as a means of facilitating professional promotion.

Counseling and guidance in placement are provided for all registrants. Students are encouraged to call personally at the Placement Office. Following graduation, placement matters are handled by telephone communication or mail.

All communications should be addressed to the Director of Placement.

## PARKING AND AUTOMOBILE REGULATIONS

All provisions of the Vehicle Code of the Commonwealth of Pennsylvania as supplemented by college regulations will be strictly enforced on the Clarion State College Campus. Authority for such enforcement rests with the Director of Security.

All students who possess, maintain, or operate a motor vehicle (including a motorcycle, motor bike, motor scooter, and any other motor driven vehicle) shall register such vehicle annually with the Office of the Director of Security. Registration must be completed during the academic registration period.

All students are expected to abide by the following regulations:

1. Except for commuting students, only seniors are permitted to register a motor vehicle while attending Clarion State College.
2. Students eligible for campus parking privileges will be issued a decal indicating that this privilege has been granted and will be assigned to a specific parking area.
3. Any student acquiring the use of a motor vehicle after the regular registration period must register the vehicle within twenty-four hours with the Office of the Director of Security.
4. Automobiles which are frequently in use on campus must be registered although their use may be intermittent rather than regular.

## STUDENT ACTIVITIES

Student activities at Clarion are viewed as another means of self-development; therefore, the responsibility for the success of any activity or organization must rest with the students involved. As a result of this policy, ample opportunity exists for gaining experience in leadership and self-government.

## STUDENT GOVERNMENT

Through participation in student government, students have an opportunity to gain experience in democratic living and self-government. All students become members of the Clarion Students' Association upon their initial enrollment at Clarion and, thereby, eligible to participate in the election of the Student Senate, governing body of the Association. The Student Senate serves as a coordinating body for student activities and as a means of communication between students, faculty, and administration.

STUDENT SENATE is responsible for expenditure of student activity fees through allocations to the various activities and organizations. The Senate has a less direct, although important, relationship to the other Association operations such as the College Bookstore and the Student Union. It also confirms nominations of stu-



dent representatives to various standing committees of the college made by the President of the Clarion Students' Association.

Other opportunities for self-government are provided through the governing boards of the Association of Women Students, Panhellenic Council, Inter-Fraternity Council, Day Students' Association, Student Union Board, Men's Inter-hall Council, Women's Residence Board, and residence hall councils and boards.

Each year, prior to the opening of college, a group of students who have shown actual or potential leadership qualities through their participation in student affairs and election to leadership positions are invited to return to the campus to participate in a Leadership Training Program. This Program is sponsored by the Office of the Dean of Student Affairs and the Student Senate.

Leadership Training has as its basic purpose the development of positive student leadership. It also is planned to give potential leaders an opportunity to discuss various methods of leadership and to gain a working knowledge of the tools of leadership.

The full utilization of this leadership is a very necessary ingredient of success in any college or university, and the maximum development of the leadership potential of each student must be considered an important part of the educational process. It is a well-established fact that even though a college may have an excellent faculty and physical plant, it cannot attain true excellence unless it also has a capable and energetic student body able and willing to accept the responsibilities inherent in leadership.

## ATHLETIC PROGRAM

INTERCOLLEGIATE ATHLETIC competition plays an important role in the lives of Clarion State College students. Clarion State College is affiliated with both the National Collegiate Athletic Association and the National Association of Inter-collegiate Athletics. The present athletic program includes varsity and freshman teams in football, basketball, baseball, wrestling, riflery, golf, track, swimming, and cross country. Plans are developing to add gymnastics and soccer to the existing program.

Facilities for intercollegiate athletics include the new Memorial Stadium dedicated in 1965 and the new Waldo S. Tippin Gymnasium-Natatorium dedicated in 1968. The stadium will seat approximately five thousand spectators for football and track and has dressing rooms for varsity and freshman teams in football, baseball and track, with visiting team dressing, shower, and locker rooms. The football field is surrounded by an all-weather track. The facility also includes a baseball diamond and field, practice football fields, and parking areas for several hundred cars. The new Gymnasium-Natatorium, seating approximately four thousand

spectators, provides year-round Physical Education and Athletic activities and services.

INTRAMURAL ATHLETICS are provided for men and women students by funds from Student Activity fees allocated by Student Senate. The program is planned and supervised by the Physical Education Department. Intramural competition is provided in football, soccer, volleyball, squash, chess, bowling, table tennis, basketball, handball, bridge, wrestling, badminton, billiards, swimming, softball, track and field, and other areas where interest is sufficient. The women's program is sponsored by the Women's Athletic Council and the Men's by the Physical Education instructional staff, with student assistants.

VARSITY "C" CLUB. The Varsity "C" Club is made up of men of the College who have earned the "C" in one of the intercollegiate sports. Awards presented to all members are provided by the club. The objectives of this club are to aid in the maintenance of pleasant relationships with other colleges and in the promotion of a high standard of conduct by members of the athletic teams.

## CULTURAL PROGRAM

In addition to full utilization of the numerous performing groups composed of members of the student body and faculty, the Clarion State College Students' Association each year presents a series of performances by nationally known personalities and organizations. This series is arranged by the Cultural Affairs Committee, a subcommittee of the Student Affairs Committee of the College composed of an equal number of student and faculty representatives.

## MUSIC PROGRAM

CLARION STATE COLLEGE CONCERT CHOIR. Membership in the Concert Choir is by audition only. Auditions are held at the beginning of each semester, and membership is open to any student who can satisfactorily pass the audition examination. The Concert Choir has a long and distinguished history as a performing group.

THE MADRIGAL SINGERS is a highly select group made up of advanced students who possess the technique and voice which are vital to this specialized area of music. This group is a flexible one and varies in number from twelve to sixteen voices, depending upon the compositions to be performed. The literature presented by the Madrigal Singers represents some of the finest music ever written for voice.

MARCHING BAND. Ranked as one of the finest college bands in Pennsylvania, the Clarion State College Marching Golden Eagles

are continuing their traditionally outstanding musicianship and marching finesse as the membership has increased.

The ideals of the band are geared first to develop musicianship and marching precision; second, to inspire and encourage academic achievement; third, to develop character; and fourth, to develop outstanding leadership ability.

Future plans for the Marching Band include a band program each year during football season and an increase in membership to 150. A band camp is held before the opening of football season.

Membership is open to all students of the college. Students who qualify academically and musically may arrange an audition for the band at any time during the school year.

**CONCERT BAND.** Soon after the close of football season, the marching band is transformed into the Clarion State College Concert Band. Meeting three times weekly, the band members begin preparing for the annual Spring Concerts and Spring Tour.

Flexibility and musicianship mark the programs of the Clarion State College Concert Band. Its musical and educational objectives are to perform literature of the highest aesthetic value, with an emphasis on original works for band, and to attain perfection in balanced playing ability through rigid requirements for individual musicianship and advance playing technique.

**WOODWIND AND BRASS ENSEMBLES** are organized, depending on the talent and instrumentation which are available. Membership in these groups is voluntary.

## PUBLICATIONS PROGRAM

**THE CLARION CALL** is the weekly College newspaper. Published by the Clarion Students' Association, it follows regular newspaper style and format. Staff participation is essential for students with an interest in entering journalism, education, or publications' advisement. Prior experience in journalism is helpful but certainly not essential for success. Certain editorial and business positions may receive financial remuneration.

**THE CLARION**, which is published under the guidance of the English Department, presents a channel of creative communication for those students whose interests and talents are in this area. This publication is the culmination of the year's best in creative writing by Clarion State College students.

**THE SEQUELLE** is the College yearbook. The staff is made up of students from all classes and curricula and truly represents all interests on campus. Staff membership is invaluable to the student who plans to teach, advise, or work in this area of journalism. Professional help is available to the staff as they plan, write, and create the book. Certain editorial positions may receive remuneration.

ALPHA PHI GAMMA is the national honorary journalism fraternity. Student members are chosen from the staffs of the *Clarion Call* and the *Sequelle* and are elected to membership for outstanding contributions made to journalism at Clarion. In addition, meetings with recognized professionals who are honorary members or guests at fraternity affairs provide important professional contacts in the field.

## RELIGIOUS PROGRAM

THE CAMPUS MINISTRY exists to foster cooperation with Clarion State College, to confront the total academic community with basic philosophical and moral questions, and to provide spiritual and moral counseling. The churches of Clarion, individually and cooperatively, sponsor a number of college oriented programs and special chaplaincies. Because of the separation of church and state, programs in areas which concern both the college and the churches operate on a voluntary basis.

In addition to their individual programs and services, Clarion areas churches ecumenically sponsor the Campus Ministry, organized in 1965, to further the Christian mission within the campus community. In addition to offering pastoral counseling and guidance to college students and personnel, it seeks to interpret the role of Higher Education to the local churches, to help them develop their own college programs, and to coordinate and interpret the church's concern and mission to the college administration, faculty, and students.

The Campus Ministry not only share common facilities but also cooperate with each other and with the churches of Clarion in sharing the insights of the church with the college community.

## SOCIAL PROGRAM

The purpose of the extensive and varied activities program is that of making the students' college life richer and more enjoyable. The social functions are financed from allocations from student activity funds made by the Student Senate and managed by the Social Committee, a subcommittee of the Student Affairs Committee consisting of an equal number of students and faculty representatives.

Among the major events of the year are Homecoming, Christmas Dance, Spring Weekend, Miss CSC Pageant, and the Spring Dance. Movies and either record hops or combo dances are held almost every week. During the year coffees, receptions, teas, banquets, luncheons, and special dinners are held. These social events take place in the Student Union, Chandler Dining Hall, or in resident hall lounges.



The Student Union, located in the Old Gymnasium, has been in operation since 1962. This facility was developed for the use and convenience of the college community and provides a meeting place for many social activities of the college. Luncheons, snacks, and other refreshments are available on the ground floor of the Union. The Student Association further developed the facilities in 1968 to include a billiard room, small games room, lounge and T.V. area, offices and work rooms for student activities, in addition to meeting rooms.

## SOCIAL ORGANIZATIONS

**SORORITIES** provide an opportunity for women students to develop close friendship within a group whose aims are common with their own. They promote scholarship, cultural interests, service projects, and participation in campus activities. The national sororities are Alpha Sigma Alpha, Alpha Sigma Tau, Delta Zeta, Sigma Sigma Sigma, and Zeta Tau Alpha. Two local sororities petitioning for national membership are Delta Lambda Tau and Beta Xi Omega.

**PANHELLENIC COUNCIL** is the advisory governing board for all Clarion State College sororities. The council promotes cooperation and coordination of activities and standards between sororities and between sororities and fraternities. Two representatives from each of the seven sororities on campus compose the membership of the Council. Two major social activities planned jointly by Panhellenic and Interfraternity Councils are the Greek Sing and the Interfraternity Council-Panhellenic Dance.

## FRATERNITIES

Chapters of seven national fraternities, Alpha Chi Rho, Phi Sigma Epsilon, Phi Sigma Kappa, Sigma Tau Gamma, Tau Kappa Epsilon, Theta Chi, and Theta Xi, in addition to one local, Alpha Gamma Phi, are located on the campus. Members of several of these organizations live in chapter houses located near the campus.

**INTER-FRATERNITY COUNCIL** is the governing organization and is composed of representatives of the eight fraternities. Under the provisions of its constitution, it is responsible for the coordination of fraternity programs, pledging activities, and the arbitration and adjudication of violations of college and fraternity regulations. In addition, it works actively with the Panhellenic Council to enhance the position and welfare of all Greek letter organizations on campus.

## SPEECH AND DRAMATICS ORGANIZATIONS

**PI KAPPA DELTA** is a national honorary society in forensics. Clarion students attend thirty to forty debate tournaments a year

and have traveled as far as Tacoma, Washington, and New Orleans, Louisiana, to take part in intercollegiate competition in debate, oratory, and extemporaneous speaking. Active team members earn the right to membership in Pi Kappa Delta.

ORAL INTERPRETIVE READING GUILD members are interested in the oral reading of literature for an audience. The Guild provides training in the analysis of literature; the appreciation of literature as a "total work of art"; and training in the communication of literature via facial, vocal, and bodily expression. Participation in intercollegiate festivals and appearances before civic, cultural, and educational groups are among the activities of the Guild.

ALPHA PSI OMEGA is a national honorary dramatics fraternity. Alpha Upsilon is the local chapter of Alpha Psi Omega at Clarion. In order to become a member of the fraternity, a certain number of points must be obtained through work with the College Players.

COLLEGE PLAYERS. The campus dramatic organization is known as the College Players. Opportunities for gaining experience in the various phases of play productions are afforded through participation in the four major productions, two studio productions, and the student-directed one-act plays which are publicly produced at Clarion. There is also a Summer Theatre which offers five productions each summer.

THE PLAYERS STUDIO is an organization which is devoted to the production of contemporary or experimental drama. Following each performance a panel discussion concerning the play and the production is held.

## PROFESSIONAL ORGANIZATIONS

BIOS CLUB is organized for biological science majors. Guest speakers from the Conservation Department, Fish and Wild Life, Forestry Department, and faculty of other colleges, and field trips are all part of the program designed to enrich the background of this natural science group.

THE CLARION STATE COLLEGE ARCHAEOLOGICAL ASSOCIATION provides students with an opportunity to participate actively in current field research. Established in 1964, the organization sponsors field trips, lectures, films, exhibits, and museum visits in addition to actual field excavations. Membership is open to all Clarion State College students interested in archaeology. Bi-weekly meetings are held during the spring, summer, and fall. The field program is part of the upper Allegheny archaeological survey conducted in conjunction with the State Archaeologist's office in Harrisburg and the Carnegie Museum of Pittsburgh.

SIGMA ALPHA ETA is a national honorary fraternity for students majoring in speech pathology and audiology. Membership

is open to students with an interest in these areas, as well as to those who seek professional training in the field. Its objectives are to create and stimulate an interest in the fields of speech and hearing science; to encourage professional growth; to foster a spirit of unity by coordinating the interests and efforts of persons with a common goal by offering opportunities for social and professional fellowship; to provide situations in which students and faculty may work together to advance the profession as a whole; to aid in public relations with other college departments and with local organizations interested in learning about the profession.

STUDENT PENNSYLVANIA STATE EDUCATION ASSOCIATION seeks to develop and cultivate such desirable professional qualities as leadership, character, and scholarship among prospective teachers engaged in their pre-service preparatory work. Its purposes are exploratory, prevocational, and character forming, and its members can gain useful knowledge of the opportunities and requirements related to the teaching profession. The organization is unique in that it has the possibility of providing active participation in local, state, and national education associations. Membership is encouraged for college students in all curricula.

Through the S.P.S.E.A., the prospective teacher cultivates qualities of personality and character, develops enthusiasm for and loyalty to his chosen vocation, and acquires a sense of professional vision. Student members receive each month the journals of state and national education associations.

ALPHA MU GAMMA is the National Collegiate Foreign Language Honor Society. Membership is open to outstanding students in French, German, Spanish, and Russian, whether or not they are actually specializing in a foreign language. Each spring the society seeks to foster international friendship and understanding by celebrating National Foreign Language Week, during which various special events are scheduled.

SIGMA TAU DELTA is a national English Fraternity. Membership is the Rho Iota chapter at Clarion is open to outstanding students majoring in English. Its objectives are to promote the mastery of written expression, to encourage worth-while reading, and to foster a spirit of fellowship among men and women specializing in English.

## GENERAL INFORMATION

### ACCELERATED PROGRAM

Students who take three summer terms of twelve weeks each may finish the four-year course in three years.

## ADVANCED PLACEMENT

Clarion State College accepts credit for course work taken under the Advanced Placement Program of the College Entrance Examination Board if the Advanced Placement Test mark is 3, 4, or 5. Students applying for credit by Advanced Placement must have their test records submitted to the Office of the Dean of Academic Affairs along with their application for credit.

## CORRESPONDENCE DIRECTORY

Academic Affairs, Courses, Curricula

Dean of Academic Affairs

Admissions

Director of Admissions

Alumni Affairs

Alumni Secretary

Business Affairs, Fees, Refunds

Business Manager

Student Affairs, Organizations, Activities

Dean of Student Affairs

Summer Classes

Director of Summer Sessions

Transcripts and Records

Registrar

Address for all above named officials:

Clarion State College

Clarion, Pennsylvania 16214

## COURSE NUMBERING

Courses numbered below 100 are usually of remedial nature. Courses numbered 100 to 199 inclusive are primarily for Freshmen; 200 to 299 for Sophomores; 300 to 399 for Juniors; and 400 to 499 for Seniors. Some courses numbered between 400 and 499 are acceptable for graduate credit. Courses numbered above 500 carry graduate credit.

The college reserves the right to change the sequence and numbering of courses.

## CREDIT BY EXAMINATION

Course credit not exceeding 18 semester hours may be earned by proficiency examination. Students should make application for such examinations in the Office of the Dean of Academic Affairs. The Dean and the chairman of the department in which the course is listed will determine the validity of the request. Consideration will



be given to first semester freshmen who have scored 550 or above on each part of the SAT or to others who have a quality point average of 3.00 or above.

## EVENING CLASSES

Evening classes are organized each semester for the convenience of regular students, in-service teachers, and others who may be interested in college courses. Work done in these courses gives customary college credit and may be applied toward a degree. Information concerning course offerings may be secured by writing to the Dean of Academic Affairs.

## STUDENT RESPONSIBILITY FOR ACADEMIC PROGRAM

Each student is individually and personally responsible for learning the requirements of the curriculum which he is following and for seeing that these requirements are scheduled and completed for graduation.

## STUDY YEAR ABROAD IN BASEL, SWITZERLAND

Clarion State College as a member of the Regional Council for International Education with its Secretariat located at the University of Pittsburgh affords the student an opportunity to study abroad during his junior year. Courses include the disciplines of history, political science, sociology, art, economics, literature, and language. Consult the Liaison Representative of the Regional Council for further information.

## THE SUMMER SESSION

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer sessions, teachers can secure the professional training needed to meet the requirements for provisional certification. Advanced courses are offered in the summer sessions for the benefit of teachers who desire to secure credits toward a degree in education or for permanent certification. Workshops are being added for those interested in special problems in education. Library Science certification may be added in three summers and Highway Safety in one summer. Liberal Arts and Business Administration courses are also part of the summer schedule.

Clarion is attractive to those who desire to combine work with recreation during the summer. The high elevation provides a pleasant climate, and the area offers opportunities for boating, swimming, hiking, riding, and other outdoor activities.

The Pre-Summer Session lasts three weeks, from June 8, 1970, throughout June 26, 1970. The Regular Summer Session of 1970 will

open on June 29 and close on August 7. The Post-Session includes the three weeks from August 10 through August 28. There are two consecutive six weeks periods in which a few science and graduate courses will be offered. The first starts on June 8 and ends July 17. The second starts July 20 and ends August 28.

## VETERANS' AFFAIRS

Clarion is approved by the Veterans Administration to offer the regular degree curricula to veterans and children of deceased veterans.

Credit for educational experience in the Armed Services is allowed on the basis of the recommendations of the American Council on Education.

Veterans seeking information should consult the Dean of Academic Affairs.

## ADMISSIONS

### ADMISSION OF FRESHMEN

In accordance with the principles governing admission adopted by the Board of State College Presidents, five general requirements have been set up for admission to State Colleges:

1. General Scholarship
2. Character and Personality
3. Health and Physical Vigor
4. College Entrance Examination Board Tests
5. A Personal Interview

Applicants for admission must satisfy the following requirements as outlined in detail below.

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. The applicant must submit scores earned on the Scholastic Aptitude Test administered by the College Entrance Examination Board. Arrangements for taking these examinations are to be made through the high school guidance counselor.

2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director, or other school official acquainted with the student.

3. Health and physical condition as evidenced by a health examination by the student's family physician, reported on the official form and approved by the college physician. No student shall be admitted to the teacher education program who has, in the opinion of the college, disabilities which would impair his service as a teacher.

4. Satisfactory personal and social qualities as determined by a personal interview with the applicant.

5. For admission to special curricula the college may require the applicant to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the chosen area.

## ADMISSION WITH ADVANCED STANDING

Applicants transferring from other institutions will not be accepted without official transcripts of credit and certificates of honorable dismissal. All applicants are required to have an interview with a member of the Admissions Staff prior to the opening of the semester in which they wish to enter. A transfer student must have a minimum of one year's residence (30 semester hours of credit) to qualify for a degree from Clarion.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made grades of A, B, or C. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted. Passing grades of "D" in other institutions will not be accepted. Course grades transferred from other institutions do not affect the quality point average a student earns at Clarion.

Teachers in service may complete in extension courses not more than 25 per cent of the courses required for an undergraduate degree.

Applicants who are not graduates of an approved four-year high school must have their credits evaluated by the State Department of Public Instruction, Harrisburg, Pennsylvania. Applicants who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

All persons who were graduated from a State Normal School prior to September, 1920, and who have a four-year secondary school education will be granted no more than 64 semester hours of credit toward a degree for their normal school work.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four-year curriculums.

In accordance with a state regulation a maximum of six semester hours of credit may be completed in one semester while a person is engaged in full-time teaching.

No credit is given for correspondence work taken after September 1, 1927, except that pursued through the United States Armed Forces Institute or similar service organizations.

## ADMISSION OF FRESHMEN IN SEPTEMBER, 1970

Applicants for admission to the freshmen class in 1970 should read and observe carefully the following procedure:

1. Come or send to the Admissions Office of the College for the forms necessary in making application for admission. There are three of these: (1) the application and personnel record blank, (2) the report of the medical examination, and (3) the report from secondary school officials.
2. Send the personnel record to the College along with an application fee of \$10.00, payable to the Commonwealth of Pennsylvania. This fee is not refundable. Have the examining physician send the medical examination record to the College. The secondary school record will be sent directly to the College by the principal or other official of the secondary school.
3. Have a personal interview with an official of the college. The Admissions Office of the College is open between, the hours of 9:00 A.M. and 4:00 P.M., Monday through Friday, and from 9:00 A.M. until 12:00 Noon on Saturday.
4. Have the College Entrance Examination Board send your Senior Scholastic Aptitude Test scores. All liberal arts applicants who have taken a language in high school and all secondary education applicants who intend to major in a foreign language must arrange to take the achievement test in the major language administered by the College Entrance Examination Board. These tests are required for admission. Arrangements to take them may be made through the high school counselor.
5. Clarion State College applicants may ask for a decision as early as July 1 following their Junior year. This would require the applicant to have taken the Scholastic Aptitude Test in the Junior year.
6. A registration fee of \$25.00 must be paid when the applicant receives notice of approval of his application for admission. This fee is not refundable.

## WITHDRAWALS

All class withdrawals must be made through the office of the Dean of Academic Affairs. Classes from which a student withdraws during the first two weeks of a semester will not appear on his record. Withdrawals between the end of the second and sixth weeks may be made without penalty. From the beginning of the seventh week of the semester through the end of the ninth week, courses from which the student withdraws will appear on the student's record with a "W" plus the grade he was making at the time of



withdrawal. After the beginning of the tenth week of a semester or during the second half of a summer session, a course from which a student withdraws shall be finally reported with a grade of "E". Exceptions may be made for withdrawals due to extenuating circumstances such as illness or some other unavoidable occurrence.

If a withdrawal is not made through the office of the Dean of Academic Affairs a failing grade will be recorded for that course.

Any student who withdraws from the college either during or at the end of a semester must notify the Dean of Academic Affairs of his intention to withdraw and the reason for withdrawal. This is necessary for completion of the student's permanent record. Failure to comply with this regulation will constitute an unofficial withdrawal and may affect the student's chances of future readmission or his obtaining an honorable dismissal.

## SCHOLARSHIP REQUIREMENTS

Student progress is reported twice each semester. At the end of the first six weeks, each staff member submits to the Registrar a report of all students doing unsatisfactory work in his classes. These reports are recorded and then passed on to the advisers who give them to the students. The advisers take this opportunity to analyze with the students any problems they may have and to help them improve their study habits or correct other difficulties which may have contributed to their low scholarship.

### GRADING SYSTEM

- A indicates superior attainment.
- B indicates attainment above average.
- C indicates average attainment.
- D indicates attainment below average.
- E indicates failure.
- Inc indicates incomplete work.
- W indicates withdrawal from a course.

Inc (Incomplete) is not used unless a student has been in attendance through a semester or session. It indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all of the requirements of the course. It is used only when conditions and circumstances warrant and when evidence is presented to justify its being given.

All incomplete grades must be removed by the end of the following semester or they become failures.

## SCHOLARSHIP REQUIREMENTS

Scholarship policy at Clarion State College is administered by the Committee on Academic and Professional Standing, which is a subcommittee of the Faculty Senate.

Scholastic standing of students is determined on the basis of a quality point system in which a grade of "A" equals 4 quality points per semester hour; "B" equals 3; "C" equals 2; "D" equals 1; and "E" equals 0. The number of quality points earned in a single course for one semester is determined by multiplying the quality point value of the course grade by the number of semester hours in the course; thus, a grade of "A" in a three semester hour course has a quality point value of 12. A student's quality point average at any specific time is determined by dividing the total number of quality points earned in all courses by the total number of semester hours of credit attempted. For example, if a student earns a total of 30 quality points from 15 semester hours of course work in a single semester, his quality point average for the semester is 2.00.

At the end of each semester, a student's quality point average is calculated for that semester and also for all the course work he has taken up to and including the semester just completed. The latter is known as the cumulative quality point average.

In order to be in good academic standing, a student must earn a minimum quality point average of 1.50 his first semester; 1.75 in his second and third semesters; and 2.00 in his fourth semester and thereafter. His cumulative quality point average should also be 2.00 by the end of the fourth semester.

If at the end of any semester a student has fallen below a required standard in either his semester or cumulative average, he is placed on academic probation for one full semester, effective the first semester of attendance immediately following. If he fails to achieve a satisfactory average during the probationary semester, he is placed on academic suspension for one full semester, effective the first semester of attendance immediately following. However, a student on academic probation who achieves a satisfactory semester average but does not achieve a satisfactory cumulative average is continued on probationary status for an additional semester.

Students who are placed on probation or suspended are informed by letter. A copy of the letter is also sent to the student's parent, guardian, husband, or wife.

Teacher Education students, in order to qualify for student teaching, must have marks of "C" or above in English 111 and 112; a quality point average of at least 2.00 in all fields in which they are seeking certification; and a cumulative quality point average of 2.00 for all their academic work. Students having six or more semester hours of reported failure in a field of certification or in required general or professional education courses shall not be assigned to student teaching.

All candidates for undergraduate degrees must have a cumulative average of 2.00 for all academic work and marks of "C" or above in English 111 and 112 in order to qualify for graduation.

All scholastic standards noted above are subject to change by the college.

## UNDERGRADUATE DEGREE PROGRAMS

Clarion State College offers combined academic and professional education curricula leading to the undergraduate degree of Bachelor of Science with certification for teaching in the public elementary and secondary schools of the Commonwealth of Pennsylvania. The college also offers the Bachelor of Arts in the Liberal Arts and Sciences and the Bachelor of Science in Business Administration.

## TEACHER EDUCATION

Students working toward the Bachelor of Science in Education may choose among curricula leading to certification in the following areas:

1. ELEMENTARY EDUCATION

2. LIBRARY SCIENCE

3. MUSIC EDUCATION

4. PUBLIC SCHOOL NURSING

5. SECONDARY EDUCATION

- a. Biology

- b. Chemistry

- c. Comprehensive English

- d. Comprehensive English and Reading

- e. Comprehensive Science

- f. Comprehensive Social Studies

- g. Earth and Space Science

- h. Economics

- i. French

- j. General Science

- k. Geography

- l. German

- m. Government

- n. History

- o. History and Government

- p. Mathematics

- q. Physics

- r. Russian

- s. Sociology

- t. Spanish

- u. Speech

5. SPECIAL EDUCATION

- a. Mental Retardation

- b. Speech Pathology and Audiology

Any student who earns certification in Elementary Education, Library Science, or Secondary Education may also include in his program a course of study that will extend his certification to include Safe Driving and General Safety Education.

## LIBERAL ARTS AND SCIENCES

Students in the liberal arts and sciences may choose from among the three following broad areas of concentration, each of which offers a variety of fields for major specialization:

### 1. HUMANITIES

- a. Art
- b. English
- c. Foreign Languages
- d. Music
- e. Philosophy
- f. Speech
- g. Theater Arts

### 2. NATURAL SCIENCE AND MATHEMATICS

- a. Biology
- b. Chemistry
- c. Physical Geography
- d. Mathematics
- e. Physics

### 3. SOCIAL SCIENCES

- a. Economics
- b. Geography
- c. History
- d. Political Science
- e. Psychology
- f. Sociology-Anthropology

## BUSINESS ADMINISTRATION

All students in Business Administration are required to take a broad program of business foundation subjects and then may choose a business field of specialization in one of the following major areas:

- 1. ACCOUNTING
- 2. ECONOMICS
- 3. MARKETING
- 4. GENERAL BUSINESS ADMINISTRATION

## GRADUATE STUDY

Clarion State College offers curricula leading to the Master of Arts degree in English, history, and mathematics. The Master of Education is awarded in the fields of elementary education, mathematics, and speech pathology. The Master of Science degree is awarded in biology, and there is also a program leading to the degree of Master of Science in Library Science.

### FINANCIAL INFORMATION

(Subject to Change Without Notice)

Summary of approximate costs per academic year (September to May) for undergraduate Pennsylvania residents. Semester charges are one-half the amounts shown. Commuting students pay the same costs except the item for room, board, and linen service. Costs of room, board, and linen service may vary for students living in privately owned residence halls.

	<i>Elem.</i>	<i>Lib.</i> <i>Arts</i>	<i>Lib.</i>	<i>Music</i>	<i>Spe-</i> <i>cial</i>
	<i>&amp;</i> <i>Sec.</i>	<i>&amp;</i> <i>Ad.</i>	<i>Sci.</i>	<i>Ed.</i>	<i>Ed.</i>
Basic Fee .....	350	350	350	350	350
Activity Fee .....	50	50	50	50	50
Room, Board, & Linen Service ...	684	684	684	684	684
Special Fees .....			18	90	20
Est. Cost—Books & Supplies .....	100	100	100	100	100
Total .....	1184	1184	1202	1274	1204

#### I. ACTIVITY FEE

This fee, collected from all regularly enrolled students, is administered through a student organization approved by the Board of Trustees. It covers the cost of athletic entertainment, publications, etc. Students carrying twelve semester hours or more must pay this fee. Students taking fewer than twelve semester hours may take advantage of the program by paying this fee. The fee, determined and collected by the Clarion Students' Association, is \$25.00 each semester. Student Activity Fees for Summer Sessions are as follows: Pre-Session \$3.00; Regular Session \$6.00; Post-Session \$3.00. The Activity Fee must be paid prior to or at the time of registration. **ACTIVITY FEES ARE NOT REFUNDABLE UPON WITHDRAWAL OR DISMISSAL OF THE STUDENT FOR ANY REASON.** Certified checks or money orders covering activity fees must be made payable to **CLARION STUDENTS' ASSOCIATION.**



## II. BASIC FEE

- A. *Basic Fees for residents of Pennsylvania*, amounting to \$350.00 (\$175 per eighteen-week semester) shall be charged to cover registration and keeping of records of students, library, students' health service (other than extra nurse and quarantine), and laboratory facilities. Checks in these amounts must be made payable to the COMMONWEALTH OF PENNSYLVANIA. Basic Fees for eleven (11) or fewer semester hours of credit during a semester are as follows:

\$15.00 per hour for Pennsylvania residents

\$25.00 per hour for out-of-state students

For the summer sessions, Basic Fees are determined by the semester hour rates indicated above, with a minimum fee during any session of \$45.00 for Pennsylvania residents and \$75.00 for out-of-state students.

- B. *Special Fees*. Students in the Library Science curriculum are required to pay an additional fee of \$9.00 per semester to cover costs of special materials, supplies, equipment, and services. For the summer sessions the special charge is \$1.50 each for Pre- and Post-Sessions and \$3.00 for the six weeks term. For part-time students in Library Science, this contingent fee will be \$.50 per semester hour.

Students enrolled in Music Education are assessed a special equipment and services fee of \$45.00 per semester. The charge for the Pre- and Post-Sessions in the summer is \$7.50 and \$15.00 for the six weeks term. For part-time students in Music Education the fee is \$2.50 per semester hour. The special fee for students in Special Education to cover costs of clinical supplies and equipment is \$10.00 per semester with summer charges of \$1.50 each for Pre- and Post-Sessions and \$6.00 for the six weeks term. Part-time students in Special Education must pay \$.50 per semester hour.

- C. *Fees for Out-of-State Students*. Students whose legal residence is out of the state of Pennsylvania pay \$25.00 per semester hour. The amounts for the Activity Fee, Room and Board charges, and costs of books and supplies are the same as for students who are Commonwealth residents. Students who enter the college from an out-of-state address will generally continue to be classified as non-Pennsylvania residents for fee purposes during their four years of college. An exception is made if the students' parents establish legal residence in the Commonwealth. The establishment by the student of a Pennsylvania mailing address does not change the student's out-of-state status for fee purposes so long as

his parents continue to reside out-of-state. The establishment by the student of a residence with a Pennsylvania resident who is a relative does not change the student's out-of-state status for fee purposes, unless that relative legally adopts the student.

D. *Part-Time and Summer School Fees.*

For Pennsylvania residents: \$15.00 per semester hour (minimum fee \$45.00).

For out-of-state students: \$25.00 per semester hour (minimum fee: \$75.00).

Activity fees for all students are \$6.00 per six week session and \$3.00 per three week session.

Board, room and linen service is \$114.00 per six week session and \$57.00 per three week session.

Books and supplies are estimated at \$16.00 per six week session and \$8.00 per three week session.

III. HOUSING FEES (Private residence hall charges may vary.)

- A. For board, furnished room, heat, light, and limited laundry the charge will be \$684.00 for the academic year. No reduction shall be allowed for absences from the college.
- B. For damage, breakage, loss, or delayed return of college property the charges shall be equal to the extent of the loss.
- C. The rental contract for college residence halls shall be for the academic year, mid-term graduates or student teachers excluded.
- D. For students rooming off campus in private homes or off-campus residence halls and boarding in the college dining room, board shall be \$162.00 per semester and \$9.00 per week during the summer sessions.
- E. Cost of meals for transients: breakfast, 60¢; lunch, 85¢; dinner, \$1.25.
- F. Transient lodging fee: \$1.50 plus tax per night per person.

IV. MISCELLANEOUS FEES

- A. *Deposits.* Students who plan to return to college in September must reserve a place at the college by pre-paying a non-refundable Student Activity Fee of \$25.00 not later than April 20. Certified check or money order should be payable to Clarion Students' Association. The student's name should be printed in the lower left corner of the check or money order. *Please do not mail cash.*

Residence Hall students are required to make a non-refundable deposit of \$72.00 to reserve a room for the fall semester. Payment must be by certified check or money or-

der. Information concerning this deposit will be received from the Office of the Dean of Students.

Application for admission as either freshman or transfer student must be accompanied by a \$10.00 fee to cover the cost of processing, interviewing, and admission. This fee will not be credited to the student's account as a part payment of basic, housing, or other fees. An additional fee of \$25.00 must be paid upon receipt of notice of approval of the application. This \$25.00 fee is not refundable, but will be applied to the student's basic fee upon registration. Certified checks or money orders for these amounts must be drawn to the Commonwealth of Pennsylvania.

- B. *Diploma Fee.* A fee of \$5.00 is paid by each degree candidate to cover the cost of executing his diploma.
- C. *Late Registration Fee.* Each student registering after the date officially set for registration may be required to pay a late registration charge of \$10.00. The same regulation shall apply to students who do not complete registration on assigned days. When permission for late registration has been secured from the Business Manager because of illness or any other unavoidable cause, this fee may be waived. Registration is not complete until all fees are paid.
- D. *Medical Service Fees.* A charge of \$1.00 shall be assessed to a boarding student for each day beyond three days he is a patient in the infirmary during any one academic year. An additional charge of \$3.00 per day will be assessed to non-boarding students to cover the cost of meals while the student is in the infirmary. Students will be charged for any medicines not stocked by the infirmary. They have the privilege of employing their own physician at personal expense if they desire. If in the case of a serious illness or injury the college physician or nurse believes that transportation is necessary to the infirmary or to a local or home hospital, such transportation will be provided by ambulance, but the expense must be borne by the student.
- E. *Schedule Change Fee.* A student requesting a change of course or courses after the date officially set for registration may be required to pay a change of registration fee of \$10.00.
- F. *Transcript Fee.* One copy of a transcript of credits earned at Clarion State College will be issued free of charge. A charge of \$1.00 is made for each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution. Transcripts will not be issued to anyone who has unpaid bills, library fines, or damage fees on his account.



## V. PRIVATE MUSIC INSTRUCTION FEES

Students enrolled in Music Education pay no extra fees for required private music instruction in voice, piano, band, or orchestral instruments nor for the use of pianos or other instruments for practice.

For all students other than those in Music Education, the charge for private lessons in voice, piano, band, or orchestra instruments is \$32.00 per semester for one lesson per week. Rental of a piano for practice one period per day is \$6.00 per semester. Rental of band or orchestral instruments is \$8.00 per semester. These fees are prorated for summer sessions.

## VI. PAYMENT OF FEES.

ALL FEES MUST BE PAID IN ADVANCE AND NO STUDENT AGAINST WHOM THERE ARE ANY UNPAID CHARGES SHALL BE ALLOWED TO ENROLL, GRADUATE, OR RECEIVE A TRANSCRIPT OF RECORD.

## VII. REPAYMENTS

Repayments will be made when a student withdraws because of personal illness, certified by an attending physician, or because of such other reasons as may be approved by the Board of Trustees. Requests for refunds must be received by the Business Manager during the semester of withdrawal. Repayments may include the amount of the contingent and housing fees paid by the student for that part of the semester which the student does not spend in the college. Repayments to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college are governed by the following regulations:

Basic fees, housing fees, special curriculum charges, dining fees, and activity fees *will not be refunded for the semester involved.*

Students who start boarding will not be permitted to withdraw from the dining room during the semester.

All requests for refunds shall be submitted in writing to the Business Manager of the college.

Students desiring to withdraw from school must report to the Dean of Academic Affairs, Registrar, Business Office, Loan Office, and Campus Bookstore to settle all unpaid accounts.

All basic fees, special fees, housing fees, dining privileges, and activity fees are due and payable on a full semester basis upon registration. The college does not defer payment. Students who can not pay all charges in full at registration should arrange a loan at

their bank. A student whose educational expenses are being partially paid by a college, National Defense Student Loan, Educational Opportunity Grant, or Pennsylvania State loan or scholarship will be required at registration to pay the balance of the charges due. The college does not assume responsibility for charges by privately owned residence halls or rooming facilities.

## FEE CHARGES PER SEMESTER

Subject to Change Without Notice  
(Does not include Activity Fee)

	<i>Elem. &amp; Sec.</i>	<i>Lib. Arts &amp; Bus. Ad.</i>	<i>Lib. Sci.</i>	<i>Music Ed.</i>	<i>Spe- cial Ed.</i>
<b>COMMUTING STUDENTS</b>					
Basic .....	175	175	175	175	175
Special .....			9	45	10
Total .....	175	175	184	220	185
<b>RESIDENT STUDENTS*</b>					
Basic .....	175	175	175	175	175
Special .....			9	45	10
Room, Board, & Laundry ...	342	342	342	342	342
Total .....	517	517	526	562	527
<b>BOARDING STUDENTS ONLY</b>					
Basic .....	175	175	175	175	175
Special .....			9	45	10
Meals .....	162	162	162	162	162
Total .....	337	337	346	382	347
<b>ROOMING STUDENTS ONLY</b>					
Basic .....	175	175	175	175	175
Special .....			9	45	10
Room .....	180	180	180	180	180
Total .....	355	355	364	400	365

\*Private residence hall charges may vary.

## FINANCIAL AID SERVICES

Financial assistance is available to students in the form of scholarships and grants, loans, and employment. Detailed information and necessary application forms may be secured from the Office of Financial Aid. Since the determination of eligibility for many types of assistance is based on an analysis of a current Parents' Confidential Statement, students are encouraged to request their parents to file a completed statement with the College Scholarship Service, Princeton, New Jersey, and designate Clarion State College to re-

ceive a copy. Clarion adheres to the college financial aid principles as set forth by the College Scholarship Service.

## SCHOLARSHIPS AND GRANTS

**PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY SCHOLARSHIPS.** The determination of recipients of these scholarships is made by the Agency. The scholarships vary in amount and are based on the financial need of students. Application forms may be secured from the Agency or from high school guidance counselors.

**EDUCATIONAL OPPORTUNITY GRANTS.** Federal grants to a maximum of \$1,000 are available to entering freshmen with "exceptional financial need" as defined by regulations of the United States Office of Education. Matching financial assistance designed to provide sufficient funds for a student to complete a college program is provided to designated recipients of Educational Opportunity Grants.

**H. W. COLEGROVE SCHOLARSHIP FUND.** A trust fund established by Mr. H. W. Colegrove at the First National Bank of Port Allegany provides for two scholarships of \$100 each per year to be awarded to women students from McKean County. Women students from this county may secure information concerning these scholarships from the Office of Financial Aid.

**MARIAN RENN MARSHALL SCHOLARSHIP FUND.** This fund, established as a memorial to Marian Renn Marshall, is designed to provide financial aid to students enrolled in Speech Pathology and Audiology. Specific information concerning requirements for granting assistance to individual students may be secured from the Office of Financial Aid.

**ELVINA C. MOYER SCHOLARSHIP FUND.** This scholarship fund was established by the will of the late Anna B. Lilly to be financed through income received from funds held in trust. Although the scholarship varies from year to year, it now approximates \$150. A loan equal to the scholarship is available to the designated recipient. The selection of a student to receive the scholarship is made by the faculty of the College.

**CLARION STATE COLLEGE SCHOLARSHIP FUND.** Three four-year scholarships of \$100.00 each year (\$400.00 for four years) are available to incoming freshmen. The Financial Aids Committee will select recipients on the basis of high school achievement, entrance examination results, extra-class activities, and personal interviews (for finalists). Applicants for these scholarships must have been accepted for admission to the college. Application forms, which may be secured from the Director of Admissions, must be received by March 1.

**HANNAH KENT SCHOFF MEMORIAL SCHOLARSHIP FUND.** The Pennsylvania Congress of Parents and Teachers, through the Hannah Kent Schoff Memorial Scholarship Fund, awards four-year scholarships of \$150 each year (\$600 for four years) to two students from each of the State Colleges. The committee responsible for selecting scholarship recipients in each of the colleges will select incoming freshmen on the basis of entrance examination results, high school grades and class rank, high school ratings of personal attributes, extra-class activities, and a personal interview. Applicants for this scholarship must have been accepted for admission by the College. Application forms, which may be secured from the Director of Admissions, must be received by March 1.

**OIL CITY ADELPHOI CLUB SCHOLARSHIPS.** Two scholarships of \$250 per year are awarded by the Oil City Adelphoi Club to selected students attending Clarion State College on the Venango Campus. Information concerning the scholarships may be obtained from high school guidance counselors or the Secretary of the Oil City Adelphoi Club.

**OIL CITY LIONS CLUB SCHOLARSHIP.** An annual scholarship of \$250 is awarded by the Oil City Lions Club to a selected student from any Oil City high school or the Cranberry Area High School who attends Clarion State College on the Venango Campus. Information concerning the scholarship may be obtained from high school guidance counselors or the Secretary of the Oil City Lions Club.

**UNITED STATES OFFICE OF EDUCATION TRAINEESHIPS IN SPECIAL EDUCATION.** Junior and senior students majoring in Special Education (Mental Retardation) may qualify for these stipend scholarships which provide \$800 stipends and an exemption of fees for senior students and \$300 stipends for junior students. Awards are based upon outstanding promise to the profession of Special Education. Applications are distributed at the Special Education Center during the Spring Semester.

## LOANS

**NATIONAL DEFENSE STUDENT LOAN PROGRAM.** This program provides for loans to students who have a demonstrated need for financial assistance and who are in good academic standing. Loans totaling more than \$200,000 were granted to students under this program during the 1968-69 college year. This program has been made possible in the past because of the generous contributions of both individuals and organizations who have provided the ten per cent matching funds required by the Federal government.



To be eligible for consideration for a loan, a student must complete an application form, have a current Parents' Confidential Statement on file in the Office of Financial Aid, be a citizen of the United States or have declared his intention to obtain citizenship, be enrolled or accepted for enrollment as a full-time student, and not be a member of an organization registered or required to be registered under the Subversive Activities Control Act of 1950.

These loans, which are non-interest bearing while a student is enrolled, may not exceed \$1,000 in an academic year. Repayment of the loan may extend over a ten-year period beginning nine months after withdrawal or graduation from the College. Repayments are to be made on a quarterly basis with interest accruing at the rate of three per cent per year. The first quarterly payment of principal and interest is due one year after graduation or withdrawal.

Borrowers who teach full time in public or non-profit elementary or secondary schools, or institutions of higher education may have ten per cent of the loan and accumulated interest cancelled for each year of such teaching to a maximum of fifty per cent of the loan. In specified teaching situations, as much as fifteen per cent of the loan may be cancelled for each year of teaching. The borrower's obligation to repay the loan is cancelled in the event of death or permanent and total disability.

Completed applications for National Defense Student Loans should be submitted to the Office of Financial Aid.

**PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY GUARANTEED LOANS.** Loans to a maximum of \$1,000 per academic year for students in good academic standing are generally available from local banks and savings and loan associations. The loans are guaranteed by the Agency. If the annual adjusted family income is below \$15,000 per year, the Federal government will pay the interest while the student is enrolled in college. Application forms and detailed information may be secured from the financial institution from which a loan will be requested.

**ALUMNI LOAN FUND.** The Alumni Association of Clarion State College has established a permanent loan fund by combining several funds previously administered by the Association and through contributions of alumni and friends of the College.

Loans may be granted to a maximum of \$100 per college year to students in good academic standing who have been approved by the Campus Alumni Officer and the Director of Financial Aid. All loans are due before graduation or upon withdrawal from college.

Application forms may be secured from the Office of Financial Aid.

**BOWL LOAN FUND.** Income received from a football bowl game in which the Clarion State College team participated several

years ago and contributions from friends of the College made possible the establishment of this loan fund. Short-term loans to a maximum of \$150 are available to students who are in financial need, are enrolled as full-time students with at least fifteen semester hours of credit earned at Clarion State College, and are approved by a coach of a varsity sport, the Director of Athletics, and the Director of Financial Aid. Application forms may be secured from the Office of Financial Aid.

**H. W. COLEGROVE EDUCATIONAL LOAN FUND.** The will of Mr. H. W. Colegrove provides that the First National Bank of Port Allegany may make loans to college students from an established fund to a maximum of \$200 in any one year with no more than \$500 to any one student during the completion of his college program. The rate of interest is two per cent while the student is enrolled and four per cent per year after withdrawal or graduation. Information concerning this loan may be secured from the First National Bank of Port Allegany.

**FRANK L. HARVEY STUDENT LOAN FUND.** A loan fund totaling \$1,000 established in memory of Frank L. Harvey is designed to provide needed financial assistance to deserving and worthy college students. Information concerning loans available from this fund can be secured from the Office of Financial Aid.

**MARY STERRETT MOSES AND ELBERT RAYMOND MOSES, JR., LOAN FUND.** This loan fund has been established to provide graduate students majoring in Speech or related areas with an opportunity to borrow interest free a maximum of \$100 per academic year. Information concerning this loan fund may be secured in the Office of Financial Aid.

**MARY ANN TRANCE LOAN FUND.** Established as a memorial to the late Mary Ann Trance by her college friends and her mother, this fund of \$200 is available to a senior woman student. The loan available from the fund is non-interest bearing and repayable after graduation. Information concerning this loan may be secured from the Office of Financial Aid.

## EMPLOYMENT

Employment on a part-time basis is available to the extent that funds are provided for this purpose by the Federal government and the Commonwealth of Pennsylvania. The assignment of students to part-time campus positions is generally based on financial need; however, it should be recognized that such employment will not be sufficient to meet the total expenses of attending college.

**FEDERAL WORK-STUDY PROGRAM.** The College participates in the Federal Work-Study Program which permits eligible students to work a maximum of 15 hours per week while classes

are in session. A limited number of positions are available under this program for full-time employment during vacation periods. Eligibility requirements for employment include United States citizenship, demonstrated financial need as determined by a current Parents' Confidential Statement, and satisfactory academic standing.

STATE EMPLOYMENT PROGRAM. A limited number of part-time positions are available under this program to students with satisfactory academic standing and some financial need. Most student positions are limited to a maximum of 15 hours of employment per week.

# TEACHER EDUCATION

## OBJECTIVES

Clarion State College is officially maintained for the education and preparation of teachers for the public schools of Pennsylvania and for education in the arts and sciences and in business administration.

Six specialized curricula are offered in professional education: elementary education; library science; music education; secondary education; special education; and public school nursing.

Teacher preparation requires a program through which college graduates come to perform the offices of private person and public teacher in accord with qualities of good citizenship.

Therefore, each curriculum includes required studies in English expression, social studies, literature, fine arts, and science which express our social, intellectual, and cultural heritage.

Professional preparation in each curriculum is based upon adequate mastery of subject matter to give proficiency in teaching and upon adequate knowledge of philosophy, psychology, and methods to enable teachers to interest and instruct pupils.

Specific objectives of the teacher education program are:

1. To develop an understanding and appreciation of American democracy and the function of the public school in a democratic society.
2. To develop respect for the rights, responsibilities, and welfare of others.
3. To emphasize the moral, spiritual, and aesthetic values which will strengthen the individual in his personal and professional life.
4. To guide students so as to encourage them to enter the profession and continue in it.
5. To promote an understanding of children and youth in relation to their individual differences, the nature of the learning process, developmental behavior, and the interaction of the individual with the group.
6. To ensure the student's ability to read, write, and speak effectively.
7. To promote use of reflective thinking in problem solving.
8. To ensure that the student is capable of developing the scope and sequence of the courses of study within his areas of certification.
9. To provide college classroom instruction which is designed to help prospective teachers develop methodology for their own classrooms.
10. To encourage students to practice recreational activities,



both physical and mental, for wholesome enjoyment of leisure time now and in later life.

## CURRICULA

Students who enroll in one of the Teacher Education Curricula may earn the degree of Bachelor of Science in Education with certification for library science, for music education, for teaching on the elementary or secondary level, or for public school nursing. Students may choose from the following curricula, all of which lead to the Bachelor of Science degree:

CURRICULUM IN ELEMENTARY EDUCATION to prepare for teaching in the kindergarten, primary, and intermediate grades.

CURRICULUM IN LIBRARY SCIENCE EDUCATION to prepare for certification as school librarian.

CURRICULUM IN MUSIC EDUCATION to prepare for certification as a teacher of music.

CURRICULUM IN PUBLIC NURSING to prepare registered nurses for certification as public school nurses.

CURRICULUM IN SECONDARY EDUCATION to prepare for teaching in junior and senior high schools.

CURRICULUM IN SPECIAL EDUCATION to prepare for teaching the mentally retarded.

CURRICULUM IN SPEECH PATHOLOGY AND AUDIOLOGY to prepare specialists for service to the speech and hearing handicapped.

A student who is enrolled in the Elementary, Secondary, or Library Science curricula may also take courses which will lead to certification in Safety Education.

## CERTIFICATION

### THE PROVISIONAL COLLEGE CERTIFICATE

Students who complete one of the teacher education curricula of Clarion State College and who are awarded a baccalaureate degree are granted the Pennsylvania Provisional College Certificate, valid for three years of teaching in the schools of the Commonwealth. Application for the certificate must be made and the certificate issued before graduates may teach in the public schools of Pennsylvania.

### THE PERMANENT COLLEGE OR INSTRUCTIONAL II CERTIFICATE

The Permanent College or Instructional II Certificate requires three full years of successful teaching experience on the Provisional

College Certificate in the public schools of this Commonwealth and the satisfactory completion of twenty-four (24) semester hours of post-baccalaureate education. Certificates issued prior to October 1, 1963, will continue to require twelve (12) semester hours of post-baccalaureate education for permanent validation.

The Instructional III permanent certificate requires five years of satisfactory teaching and a master's degree with emphasis in a subject or teaching area granted by a regionally accredited institution.

## EXTENSION OF CERTIFICATES

A certificate valid for the secondary school may be extended to include the elementary field on the completion of the approved program in the field of elementary education.

A certificate valid for the elementary school may be extended to include secondary subjects upon the completion of the approved program in a secondary subject field.

The holder of a certificate valid for the elementary school may have an endorsement of Library Science for the elementary school upon the completion of twelve (12) semester hours of approved courses in this field. This endorsement is valid only for the elementary school library.

A certificate for secondary English will be extended to include reading when an applicant has completed a minimum of six semester hours in developmental and remedial reading. Education 333 is suggested as the basic course with Education 221, 425, and 426 as optional electives.

## EVALUATION OF CREDITS

Evaluations of credits for students are considered valid only for the year in which distributions are made (year in which credits are earned). This situation exists because of changes in regulations governing the value of credits and in the requirements for certification and graduation frequently made by the State Department of Public Instruction, the State Board of Education, and the Board of Presidents of the State Colleges. Students are urged to keep themselves well informed about their distributions by occasional inquiries at the Academic Office at times other than registration periods.

## REQUIREMENTS

### GENERAL EDUCATION

By regulation of the Pennsylvania State Board of Education, effective October 1, 1963, all applicants for certification to teach in

the Commonwealth must have completed a minimum of sixty semester hours of acceptable courses in General Education. Students in all curricula will follow the same program. Deviation from the program is permitted for those who specialize in Science or Mathematics. Specialized courses in these fields may be substituted for the general requirements in science or mathematics.

Required courses in General Education for education majors are specified in the section headed "General Education—All Curricula."

## PROFESSIONAL EDUCATION

Candidates for certification in elementary education must complete the Professional Education courses specified on page 49. Candidates for secondary certification are required to complete the Professional Education courses listed on page 52. Professional courses in Music Education are listed on page 69.

## AREAS OF SPECIALIZATION

Secondary majors must complete the requirements for a field of certification as outlined in the section entitled Course Distributions and, unless otherwise specified, minimum requirements for certification in a second field. It should be noted that methods courses can not be counted toward completion of an academic requirement.

Library Science majors will complete requirements for Library Science Certification and also a minimum of 18 semester hours in a second field of certification.

Elementary majors, in addition to completing the requirements for elementary certification, must take an academic concentration of 18 to 24 semester hours, of which 15 hours may be considered as part of general education. The academic major may be in a single subject such as history, in a broad field such as psychology or sociology, or in an interdisciplinary area such as the humanities, the social sciences, or the natural sciences. Elementary Education majors who choose a broad field or interdisciplinary area academic major will be required to have at least 24 semester hours, which may include 15 semester hours of general education, in the broad field academic major. The requirement for the academic major may also be satisfied by an 18 or 24 hour concentration in a field of interest, such as Art, Library Science, Health and Physical Education, Music, or Special Education.

## STUDENT TEACHING

Those who major in secondary education are assigned to student teaching during either the seventh or eighth semester. Each secondary major will receive an assignment for a full day of student

teaching throughout one semester at one of the public school student teaching centers cooperating with the college.

Secondary students majoring in Library Science are assigned to student teaching during either the seventh or eighth semesters. Two major assignments are required: the equivalent of one half time in public school library practice and the equivalent of one half time in classroom academic teaching at one of the public school teaching centers cooperating with the college.

Those who major in elementary education are assigned to student teaching during either the seventh or eighth semester. Each elementary major will receive an assignment for a full day of student teaching throughout one semester at the Campus Training School or at one of the public school elementary student teaching centers associated with the college. For elementary majors with the 18 semester hour concentration in Library Science, the semester's program in student teaching is divided into two student teaching assignments involving experience at one grade level and an elementary school library.

Student teachers will be assigned where they can be accommodated, without special consideration of their place of permanent residence.

Student teachers are encouraged to reside throughout the semester in the community in which their student teaching center is located.

All student teaching assignments follow the public school calendar rather than the college calendar each semester.

The final grade in student teaching will be recommended by the cooperating teacher in consultation with the College supervisor and will be finally approved and reported by the College supervisor.

Student teachers must meet college requirements prior to assignment.

## PUBLIC SCHOOL STUDENT TEACHING CENTERS

Aliquippa Borough School District, Aliquippa, Pennsylvania 15001

Allegheny-Clarion Valley Schools, Foxburg, Pennsylvania 16036

Allegheny County Schools, County Office Building, Pittsburgh, Pennsylvania 15219

Armstrong School District, Box 351, Ford City, Pennsylvania 16226

Babcock School District, Logan Road, Gibsonia, Pennsylvania 15044

Baden-Economy School District, M. R. No. 1, Freedom, Pennsylvania 15042

Beaver County Public Schools, Courthouse, Beaver, Pennsylvania 15009

Beaver Falls Area Schools, Beaver Falls, Pennsylvania 15010

Bellevue Borough School District, Pittsburgh, Pennsylvania 15202

Bradford Area Schools, Bradford, Pennsylvania 16701

Brockway Area Schools, Brockway, Pennsylvania 15824

Brookville Area Schools, Brookville, Pennsylvania 15825



Burrell School District, Lower Burrell, Pennsylvania 15068  
 Butler Area Schools, Butler, Pennsylvania 16001  
 Cameron County School District, Emporium, Pennsylvania 15834  
 Clairton City Schools, Clairton, Pennsylvania 15025  
 Clarion Area Schools, Clarion, Pennsylvania 16214  
 Clarion County Public Schools, Courthouse, Clarion, Pennsylvania 16214  
 Clarion Limestone Area Schools, R. D. 1, Strattanville, Pennsylvania 16258  
 Clearfield Area Schools, Clearfield, Pennsylvania 16830  
 Cranberry Area Schools, Seneca, Pennsylvania 16346  
 Cresson State School and Hospital, Cresson, Pennsylvania 16630  
 Curwensville Area Schools, Curwensville, Pennsylvania 16833  
 DuBois Area Schools, DuBois, Pennsylvania 15801  
 East Deer-Frazer Union School District, Creighton, Pennsylvania 15030  
 Ebensburg State School and Hospital, Ebensburg, Pennsylvania 15931  
 Fairview-Karns City School District, Karns City, Pennsylvania 16041  
 Forest Area Schools, Tionesta, Pennsylvania 16353  
 Fox Chapel Area Schools, Pittsburgh, Pennsylvania 15238  
 Franklin Area Schools, Franklin, Pennsylvania 16323  
 Franklin Regional School District, Murrysburg, Pennsylvania 15668  
 Freeport Area Schools, Freeport, Pennsylvania 16229  
 Gateway School District, Monroeville, Pennsylvania 15146  
 Grove City Area Schools, Grove City, Pennsylvania 16127  
 Hempfield Area Schools, R. D. 6, Greensburg, Pennsylvania 15601  
 Highlands School District, Tarentum, Pennsylvania 15084  
 Jefferson County Public Schools, Box 466, Brookville, Pennsylvania 15825  
 Johnsonburg Area Schools, Johnsonburg, Pennsylvania 15845  
 Kane Area Schools, Kane, Pennsylvania 16735  
 Keystone School District, Knox, Pennsylvania 16232  
 Kiski Area Schools, Vandergrift, Pennsylvania 15690  
 Lawrence County Public Schools, Courthouse Annex, New Castle,  
 Pennsylvania 16101  
 Lawrence County Society for Crippled Children and Adults, Inc., New Castle,  
 Pennsylvania 16101  
 Leechburg Union Schools, Leechburg, Pennsylvania 15656  
 Lenape Area Vocational-Technical School, Ford City, Pennsylvania 16226  
 Mars Area School District, Mars, Pennsylvania 16046  
 New Castle Area Schools, New Castle, Pennsylvania 16101  
 New Kensington-Arnold School District, New Kensington, Pennsylvania 15068  
 North Clarion County Schools, Leeper, Pennsylvania 16233  
 North Hills School District, Pittsburgh, Pennsylvania 15229  
 Northern Butler County Schools, R. D. 2, West Sunbury, Pennsylvania 16061  
 Oakmont Public Schools, Oakmont, Pennsylvania 15139  
 Oil City Area Schools, Oil City, Pennsylvania 16301  
 Penn Hills School District, Pittsburgh, Pennsylvania 15235  
 Pittsburgh Public Schools, Pittsburgh, Pennsylvania 15213  
 Plum Borough School District, Pittsburgh, Pennsylvania 15239  
 Polk State School and Hospital, Polk, Pennsylvania 16342  
 Punxsutawney Area Schools, Punxsutawney, Pennsylvania 15767  
 Redbank Valley School District, New Bethlehem, Pennsylvania 16242  
 Ridgway Area Schools, Ridgway, Pennsylvania 15853  
 Sharon City Schools, Sharon, Pennsylvania 16146  
 Smethport Area Schools, Smethport, Pennsylvania 16749  
 South Butler County Schools, Saxonburg, Pennsylvania 16056  
 St. Marys Area Schools, St. Marys, Pennsylvania 15857  
 Titusville Area Schools, Titusville, Pennsylvania 16354  
 Union School District, Rimersburg, Pennsylvania 16248

Valley Grove Schools, Rock Grove, Franklin, Pennsylvania 16323  
 Venango County Public Schools, Courthouse, Franklin, Pennsylvania 16323  
 Warren County School District, Warren, Pennsylvania 16365  
 West Deer Township Schools, R. D. 5, Gibsonia, Pennsylvania 15044  
 Westmoreland County Public Schools, Courthouse Annex, Greensburg,  
 Pennsylvania 15601  
 Wilkesburg Borough School District, Pittsburgh, Pennsylvania 15221

## COURSE DISTRIBUTIONS

### GENERAL EDUCATION—ALL CURRICULA IN TEACHER EDUCATION

			c.h.	s.h.
Eng.	111	Composition I .....	3	3
Eng.	112	Composition II .....	3	3
Sp.	113	Fundamentals of Speech .....	3	3
Mus.	111	Introduction to Music .....	3	3
Art	111	The Visual Arts .....	3	3
Eng.	213	Introduction to Literature .....	3	3
Phil.	211	Introduction to Philosophy .....	3	3
Hist.	112	History of Modern Civilization .....	3	3
Hist.	213	History of the U.S. and Pa. ....	3	3
P.S.	211	American Government .....	3	3
Anth.	211	Anthropology (or) .....	3	(3)
Soc.	211	Principles of Sociology (or) .....	3	(3)
Econ.	211	Principles of Economics .....	3	3
Biol.	111	Basic Biological Science .....	4	4
Ph. Sci.	111	Basic Physical Science I .....	3	3
Ph. Sci.	112	Basic Physical Science II .....	3	3
Math.	111			
	or 112	Basic Mathematics .....	3	3
Geog.	111	Physical Geography .....	3	3
Geog.	257	Geog. of U.S. and Canada (or) .....	3	(3)
Geog.	254	Conserv. of Natural Resources .....	3	3
Psy.	211	General Psychology .....	3	3
HPE	111	Health Education .....	2	2
HPE	...	Physical Education		
		(1 s.h. per semester for 3 semesters) .....		3

Note: All elementary majors, except those with an area of specialization in Health and Physical Education, must schedule HPE 223 for one of the Physical Education courses indicated above, Mus. 131 for Mus. 111, and Math. 111.

All students may substitute more advanced courses in biology, physics, and mathematics for Biology 111, Physical Science 111 and 112, and Mathematics 111.

# PROFESSIONAL EDUCATION—ELEMENTARY

## Required of all Elementary Majors

			c.h.	s.h.
Art	222	Teaching Art in Elementary Grades .....	3	2
Ed.	223	Social Foundations of Education .....	3	3
Ed.	329	Audio-Visual Education .....	3	2
El. Ed.	323	Teaching of Reading .....	3	3
El. Ed.	324	Teaching of Elementary School Mathematics ..	3	3
El. Ed.	325	Modern Curriculum and Methods .....	5	5
Mus.	132	Literature and Materials of Music IIE .....	3	3
Psy.	320	Human Growth and Development .....	5	5
Sci.	222	Teaching Science in Elementary Grades .....	2	2
El. Ed.	422	Professional Practicum and School Law .....	2	2
El. Ed.	424	Student Teaching .....	30	12

Note: Students who have the 18-hour concentration in Library Science are required to take El.Ed. 423: Library Practice—6 credits and El.Ed. 424: Elementary Student Teaching—6 credits.

## THE CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative reasons.

1st Semester				5th Semester			
Eng.	111:	Composition I .....	3	Psy.	220:	Human Growth & Dev.	5
Ph.Sci.	111:	Basic I .....	3	El.Ed.	324:	Teach. of El.Sch. Math.	3
Hist.	213:	U.S. & Pa. ....	3	Eng.	331:	Child. Lit. ....	3
Math.	111:	Basic Elem. ....	3	Sci.	231:	Fused .....	2
Geog.	111:	Physical .....	3			Elective .....	3
HPE	:	Physical Education ..	1				
			17-16				16-16
2nd Semester				6th Semester			
Eng.	112:	Composition II .....	3	El.Ed.	325:	Mod. Curr. & Meth. ..	5
Ph.Sci.	112:	Basic II .....	3	El.Ed.	323:	Teach. of Reading ....	3
Art	011:	Fundamentals .....	1	Geog. 257 or 254:	U.S. & Can. or Cons.		3
Biol.	111:	Basic .....	4	Sci.	222:	Teach. Sci. Elem. Gr.	2
Sp.	113:	Fundamentals .....	3			Elective .....	3
HPE	111:	Health .....	2				16-16
			17-16				
3rd Semester				7th Semester (or 8th)			
Eng.	213:	Intro. to Lit. ....	3	P.S.	211:	American Gov. ....	3
Psy.	211:	General .....	3	Phil.	211:	Introduction .....	3
Mus.	131:	Lit. & Mat. I .....	3	Soc. 211 or Econ.	211 or Anth. 211:		3
Art	231:	Studio Exp. ....	2	Ed.	329:	Audio-Visual .....	2
HPE	:	Physical Education ..	1			Elective .....	6
		Elective .....	3				18-17
			17-15				
4th Semester				8th Semester (or 7th)			
Ed.	223:	Social Foundations ...	3	El.Ed.	424:	Student Teaching ....	30-12
Art	111:	Visual Arts .....	3	El.Ed.	422:	Prof. Pract. & Sch. Law	2-2
Hist.	112:	Modern Civ. ....	3				32-14
Mus.	132:	Lit. & Mat. II .....	3				
Art	222:	Teach. Art Elem. Gr.	2				
HPE	223:	Physical Education ..	1				
		Elective .....	3				
			20-18				

## ACADEMIC CONCENTRATIONS FOR ELEMENTARY MAJORS

Elementary Education majors must take an academic concentration of 18 to 24 hours. A student must have at least 18 hours of credit in a single subject concentration, but may elect more. A student who chooses a broad area concentration must have at least 24 hours of credit in the interdisciplinary area.

### ART

Required: Art 011, 111, 231.

Electives: (12 sem. hrs.) Art 112, 113, 233, 234, 235, 236, 237, 300, 301, 311, 315, 316.

Art 236 and 237 are strongly recommended for all students electing a concentration in Art.

### BIOLOGY

Required: Biol. 153, 154.

Electives (by advisement): Biol. 202, 253, 258, 351, 354.

Biol. 111 will not be required of students selecting this concentration.

### CHEMISTRY-PHYSICS

Required: Chem. 153, 154, 254; Phys. 251, 253.

Ph.Sci. 111 and 112 will not be required of students selecting this concentration.

### ELEMENTARY SCHOOL LIBRARIANSHIP

Required: L.S. 256, 257, 258, 357, 358, 359.

### ENGLISH

Required: Eng. 111, 112, 213, 253.

Electives: (6 hours) Eng. 251, 252, 254, 258, 259, 263, 351, 352, 355, 458.

### EXCEPTIONAL CHILDREN and YOUTH

Required: Sp. Ed. 111, 220; SPA 231, 450.

Electives: (6 hours) By advisement.

### FOREIGN LANGUAGE

French, German, Russian, or Spanish:

Elementary I and II (151-152); Intermediate I and II (251-252); Civilization I and II (255-256)

Students who have been exempted from 151-152 by virtue of previous study in high school will be required to have 6 hours of electives in their foreign language concentration.

### GEOGRAPHY

Required: Geog. 111; 254 or 257.

Electives: (12 hours) Two courses in topical Geography and two courses in regional Geography.

Suggested topical courses: Geog. 251, 254, 255, 259, 352, 354, 454.

Suggested regional courses: Geog. 256, 257, 355, 356, 357, 452, 453.

### GEOLOGY-GEOGRAPHY BROAD FIELD

Required: Geog. 111, 253, 258, 260, 341, 352, 353, 354.

### HEALTH AND PHYSICAL EDUCATION

Required: HPE 112, 113, 210, 211, 310, 313, 224, 324.

Electives: (1 or 2 hours) HPE 325, 410, 413, 414.



## HISTORY

Required: Hist. 111, 112, 213.

Electives: (9 hours) By advisement.

## MATHEMATICS

Required: Math. 111, 211, 212.

Electives: (9 hours) Recommended electives: Math. 112, 151, 152.

## MUSIC

No specific courses are required for a Music concentration because of the differences in background and the differences in specific goals of the students who elect this concentration. The Department of Public Instruction has requested that all state colleges offering a concentration in Music develop a program which will meet the individual's needs and goals and at the same time will include, as far as possible, courses from five distinct areas of music. These five areas are:

1. Technical courses (theory, etc.)
2. History and literature of music
3. Professional techniques
4. Applied music
5. Music organizations

## NATURAL SCIENCES BROAD FIELD

Required: Sci. 111, 112, Biol. 111, Geog. 111.

Electives: (9-12 hours) Biol. 202 or 351, Geog. 252, 351, 353.

## PHILOSOPHY

Required: Phil. 211, 255, 256.

Electives: (9 hours) By advisement.

## POLITICAL SCIENCE

Required: P.S. 210, 211.

Electives: (12 hours) By advisement.

## PSYCHOLOGY

Required: Psy. 211; 320 or 331.

Electives: (12 hours) By advisement.

Recommended courses: Psy. 251 and 311.

## SPEECH EDUCATION

Required: Sp. 113, 251.

Electives: Theatre elective (3), public speaking electives (6 hours), electives (6 hours). By advisement.

## SPEECH-PUBLIC ADDRESS

Required: Sp. 113; 411 or 412.

Electives: Public speaking electives (6 hours), Electives (6 hours). By advisement.

## SPEECH-THEATRE

Required: Sp. 113; Sp. 253 or 359; Sp. 255, 362, or 363. Sp. 254, 352, or 361.

Electives: (6 hours) By advisement.

## SOCIAL STUDIES BROAD FIELD

Required: Econ. 211, Hist. 111, 112, 213, P.S. 210, 211, Soc. 211.

Electives: (3 hours) By advisement.

## SOCIOLOGY-ANTHROPOLOGY BROAD FIELD

Required: Soc. 211, Anthro. 211.

Electives: (18 hours) By advisement.

## PROFESSIONAL EDUCATION—SECONDARY

Required of all Secondary Education and Library Science majors.

			c.h.	s.h.
Ed.	223	Social Foundations of Education .....	3	3
Psy.	222	Educational Psychology .....	3	3
Psy.	321	Psychology of Adolescence .....	2	2
Ed.	321	Select course in Methods and Evaluation in		
to Ed.	328	field of Specialization .....	3	3
Ed.	329	Audio-Visual Education .....	3	2
Ed.	422	Professional Practicum Including School Law	2	2
Ed.	424	Secondary Student Teaching .....	30	12
Library Science Majors				
Ed.	423	Library Practice .....	15	6
Ed.	424	Secondary Student Teaching .....	15	6

## THE CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative reasons.

1st Semester				5th Semester			
Eng.	111:	Composition I .....	3	Hist.	213:	U.S. and Pa. Hist. ...	3
Geog.	111:	Physical .....	3	Phil.	211:	Introduction .....	3
Ph.Sci.	111:	Basic I .....	3			Elective .....	11
Math.	112:	Basic Secondary .....	3				17-17
HPE	112:	Phys. Ed. ....	2- 1				
HPE	111:	Health .....	2				
			16-15				
2nd Semester				6th Semester			
Eng.	112:	Composition II .....	3	Ed.	329:	Audio-Visual Ed. ....	3- 2
Sp.	113:	Fundamentals .....	3	Ed.		Meth. in Academic Field	3
Ph.Sci.	112:	Basic II .....	3	Ed.	223:	Social Foundations ...	3
Hist.	112:	Modern Civ. ....	3			Elective .....	9
Biol.	111:	Basic .....	4				18-17
			16-16				
3rd Semester				7th Semester (or 8th)			
Psy.	211:	General .....	3	Psy.	321:	Adolescent .....	2
Art	111:	Visual Arts .....	3	P.S.	211:	American Government	3
Soc. 211:	or Econ. 211:	or Anth. 211:	3			Elective .....	12
HPE	211:	Phys. Ed. ....	2- 1				17-17
		Elective .....	6				
			17-16				
4th Semester				8th Semester (or 7th)			
Eng.	213:	Introd'n to Literature .	3	Ed.	422:	Prof. Pract. & Sch. Law	2- 2
Mus.	111:	Introduction .....	3	Ed.	424:	Student Teaching ....	30-12
Geog. 257	or 254:	U.S. & Can. or Cons.	3				32-14
Psy.	222:	Educational .....	3				
HPE		: Phys. Ed. ....	2- 1				
		Elective .....	3				
			17-16				

## BIOLOGY

46 Semester Hours

REQUIRED:

			c.h.	s.h.
Biol.	153	General Biology I .....	6	4
Biol.	154	General Biology II .....	6	4
Biol.	201	Genetics .....	5	3

Biol.	202	Environmental Biology .....	5	3
Biol.	203	Cell Biology .....	5	3
Chem.	153	General Chemistry I .....	6	4
Chem.	154	General Chemistry II .....	6	4
Chem.	251	Organic Chemistry .....	6	4
*Ph.	251	General Physics I .....	6	4
*Ph.	252	General Physics II .....	6	4

#### ELECTIVES:

Biol.	251	Field Botany .....	5	3
Biol.	352	Taxonomy of Vascular Plants .....	5	3
Biol.	353	Ornithology .....	5	3
Biol.	354	Entomology .....	5	3
Biol.	355	Microbiology .....	8	4
Biol.	356	Field Zoology I .....	5	3
Biol.	357	Field Zoology II .....	5	3
Biol.	358	Conservation of Plant and Animal Resources ..	5	3
Biol.	360	Problems in Biology .....	5	3
Biol.	401	Radiation Biology .....	5	3
Biol.	451	Animal Physiology .....	5	3
Biol.	452	Plant Physiology .....	5	3
Biol.	460	Comparative Vertebrate Morphology .....	5	3
Biol.	461	Vertebrate Embryology .....	5	3
Biol.	462	Histology .....	5	3
Biol.	470	Animal Ecology .....	5	3
Biol.	471	Plant Ecology .....	5	3
Biol.	472	Parasitology .....	5	3

No second field required.

\*For courses in the field of Biology marked with an asterisk, Mathematics 171: College Algebra and Trigonometry is a prerequisite. Mathematics 151 and 152 may be substituted for 171.

Biology majors should not schedule Biology 111, Mathematics 112, or Physical Science 111 and 112 in their General Education programs.

## CHEMISTRY

### 33 Semester Hours

#### REQUIRED:

			c.h.	s.h.
Chem.	151	Inorganic Chemistry I .....	8	5
Chem.	152	Inorganic Chemistry II .....	8	5
Chem.	251	Organic Chemistry I .....	6	4
Chem.	252	Organic Chemistry II .....	9	5
Chem.	352	Techniques and Instruments I .....	8	4
*Chem.	354	Physical Chemistry I .....	3	3
*Chem.	355	Physical Chemistry II .....	3	3
*Chem.	356	Techniques and Instruments II .....	3	1
*Chem.	357	Techniques and Instruments III .....	4	2
*Chem.	470	Chemical Literature and Seminar .....	1	1

## ELECTIVE:

			c.h.	s.h.
Chem.	255	Industrial Chemistry .....	5	3
*Chem.	359	Advanced Organic Chemistry .....	3	3
Chem.	361	Qualitative Organic Analysis .....	5	3
Chem.	453	Biochemistry .....	6	4
*Chem.	455	Advanced Physical Chemistry .....	3	3
*Chem.	456	Advanced Inorganic Chemistry .....	4	3
Chem.	459	Demonstrations in Chemistry .....	5	3
Chem.	460	Radiochemistry Techniques .....	5	3
*Chem.	461	Techniques and Instruments IV .....	4	2
*Chem.	462	Techniques and Instruments V .....	4	2
*Chem.	465, 466	Chemical Research .....		1-3
*Ph.	353	Atomic Physics .....	6	4

No second field required.

\*Mathematics 272 and Physics 252 are prerequisites. Majors in the field should understand that Mathematics 272 must be preceded by Mathematics 151 and 152 or 171 and by Mathematics 172 and 271; Physics 252 must be preceded by Physics 251.

Chemistry majors should not schedule Mathematics 112 or Physical Science 111 and 112 in their general education programs.

## COMPREHENSIVE SCIENCE

### 42 Semester Hours

A program designed to prepare students to teach science at the junior high or middle school level and unspecialized general science courses at the senior high school level.

## REQUIRED:

			c.h.	s.h.
Biol.	153	General Biology I .....	6	4
Biol.	154	General Biology II .....	6	4
Biol.	201	Genetics .....	5	3
Biol.	202	Environmental Biology .....	5	3
Chem.	153	General Chemistry I .....	6	4
Chem.	154	General Chemistry II .....	6	4
Geog.	353	Descriptive Astronomy .....	3	3
*Geog.	252	Geology .....	3	3
*Geog.	353	Geomorphology .....	3	3
*Geog.	351	Meteorology .....	3	3
*Geog.	352	Climatology .....	3	3
Ph.	251	General Physics I .....	6	4
Ph.	252	General Physics II .....	6	4
Math.	151	College Algebra .....	3	3
Math.	152	Trigonometry .....	3	3

No second field required.

Mathematics 171 may be substituted for Mathematics 151 and 152. Majors in Comprehensive Science should not include Biology 111, Mathematics 112, and Physical Science 111 and 112 in their general education programs.

\*One of these courses.



# EARTH AND SPACE SCIENCE

48 Semester Hours

## REQUIRED:

			c.h.	s.h.
Geog.	111	Basic Physical Geography .....	3	3
Geog.	252	Physical Geology .....	3	3
Geog.	258	Historical Geology .....	3	3
Geog.	351	Meteorology .....	3	3
Geog.	353	Descriptive Astronomy .....	3	3
Electives (See below) .....				6
				<hr/> 21
Biol.	153	General Biology I .....	6	4
Biol.	154	General Biology II .....	6	4
Chem.	153	General Chemistry I .....	6	4
Chem.	154	General Chemistry II .....	6	4
Ph.	251	General Physics I .....	6	4
Ph.	252	General Physics II .....	6	4
Natural Science Elective .....				3-4
				<hr/> 27-28
			TOTAL	<hr/> 48-49

## ELECTIVES:

Geog.	253	Geomorphology .....	3	3
Geog.	259	Map Interpretation .....	3	3
Geog.	260	Mineralogy .....	3	3
Geog.	261	Petrology .....	3	3
Geog.	352	Climatology .....	3	3
Geog.	451	Cartography I .....	5	3
Geog.	455	Cartography II .....	4	3
Geog.	456	Photo Interpretation .....	4	3

Science electives from Biology, Chemistry and Physics.

No second field required.

Earth and Space Science majors will schedule Mathematics 171 instead of Mathematics 112 and will not schedule Biology 111 nor Physical Science 111 and 112 in their general education programs.

Biology, Chemistry and Physics majors will receive provisional college certification in Earth and Space Science by taking 12 semester hours in Physical Geography, Geology, Meteorology, Astronomy.

## ENGLISH

36 Semester Hours

## REQUIRED:

			c.h.	s.h.
Eng.	111	Composition I .....	3	3
Eng.	112	Composition II .....	3	3
Sp.	113	Fundamentals of Speech .....	3	3

Eng.	213	Introduction to Literature .....	3	3
Eng.	251	English Literature .....	3	3
Eng.	252	American Literature .....	3	3
Eng.	253	Grammar and Linguistics .....	3	3
Eng.	351	Advanced Composition .....	3	3

#### ELECTIVES:

			c.h.	s.h.
Eng.	254	American Prose .....	3	3
Eng.	255	Pre-Shakespearian Literature .....	3	3
Eng.	256	Seventeenth Century Literature .....	3	3
Eng.	257	Novel to 1870 .....	3	3
Eng.	258	Short Story .....	3	3
Eng.	259	Journalism .....	3	3
Eng.	261	Romantic Movement in Amer. Lit. ....	3	3
Eng.	262	Realistic Movement in Amer. Lit. ....	3	3
Eng.	263	Contemporary American Literature .....	3	3
Eng.	331	Children's Literature .....	3	3
Eng.	352	American Poetry .....	3	3
Eng.	353	Shakespeare .....	3	3
Eng.	354	Eighteenth Century Literature .....	3	3
Eng.	355	Novel Since 1870 .....	3	3
Eng.	356	Romantic Literature .....	3	3
Eng.	451	Contemporary Poetry .....	3	3
Eng.	452	Modern Drama .....	3	3
Eng.	453	Chaucer .....	3	3
Eng.	454	Victorian Literature .....	3	3
Eng.	455	Criticism .....	3	3
Eng.	456	English Honors Seminar .....	3	3
Eng.	457	Linguistics .....	3	3
Eng.	458	History of the English Language .....	3	3
Eng.	459	Old English Language and Literature .....	3	3

No second field needed if 6 hours in Reading are scheduled in addition to 36 hours in English. The basic course is Education 333, to be followed by at least one elective chosen from Education 221, 425, or 426. Education 425 should not be scheduled unless student teaching has been completed.

## FRENCH

30 Semester Hours, excluding French 151 & 152

#### REQUIRED:

			c.h.	s.h.
*Fr.	251	Intermediate French I .....	3	3
*Fr.	252	Intermediate French II .....	3	3
Fr.	255	French Civilization I .....	3	3
Fr.	256	French Civilization II .....	3	3
Fr.	351	Advanced Grammar & Composition .....	3	3

#### ELECTIVE:

			c.h.	s.h.
Fr.	353	The Modern French Drama .....	3	3
Fr.	354	The Modern French Novel .....	3	3

Fr.	355	French Romanticism .....	3	3
Fr.	356	French Poetry from Baudelaire to Surrealism ..	3	3
Fr.	357	The French Realistic Novel .....	3	3
Fr.	358	The Literature of the Age of Enlightenment ..	3	3
Fr.	359	The Literature of the Classical Age .....	3	3
Fr.	451	Supervised Readings in French Literature ....	3	3

No second field is required.

Students participating in foreign study programs must complete at least six hours of French Literature at Clarion State College, regardless of the number of credits earned abroad.

\*May be omitted upon demonstration of proficiency at second year level.

## GEOGRAPHY

30 Semester Hours

### REQUIRED:

			c.h.	s.h.
Geog.	111	Basic Physical Geography .....	3	3
Geog.	257	Geography of U. S. & Canada .....	3	3

### ELECTIVE: (at least one course from each group)

#### GROUP I:

Geog.	252	Physical Geology .....	3	3
Geog.	258	Historical Geology .....	3	3
Geog.	253	Geomorphology .....	3	3
Geog.	260	Mineralogy .....	3	3
Geog.	261	Petrology .....	3	3
Geog.	351	Meteorology .....	3	3
Geog.	352	Climatology .....	3	3
Geog.	353	Descriptive Astronomy .....	3	3
Geog.	259	Map Interpretation .....	3	3
Geog.	451	Cartography I .....	5	3
Geog.	455	Cartography II .....	4	3
Geog.	459	Field Geography .....	5	3

#### GROUP II:

Geog.	251	Economic Geography .....	3	3
Geog.	254	Conservation of Natural Resources .....	3	3
Geog.	255	Trade and Transportation .....	3	3
Geog.	354	Historical Geography of the U.S. ....	3	3
Geog.	454	Political Geography .....	3	3

#### GROUP III:

Geog.	256	Geography of Pennsylvania .....	3	3
Geog.	355	Geography of the Soviet Union .....	3	3
Geog.	356	Geography of Europe .....	3	3
Geog.	357	Geography of Asia .....	3	3
Geog.	452	Geography of Latin America .....	3	3
Geog.	453	Geography of Africa and Australia .....	3	3

## GERMAN

30 Semester Hours, excluding German 151 & 152

### REQUIRED:

			c.h.	s.h.
°Ger.	251	Intermediate German I .....	3	3
°Ger.	252	Intermediate German II .....	3	3
Ger.	255	Germanic Civilization I .....	3	3
Ger.	256	Germanic Civilization II .....	3	3
Ger.	351	Advanced Grammar & Composition .....	3	3

### ELECTIVE:

			c.h.	s.h.
Ger.	253	Scientific German .....	2	2
Ger.	352	Survey of German Literature through the Classical Age .....	3	3
Ger.	353	The Modern German Drama .....	3	3
Ger.	354	The Modern German Novel .....	3	3
Ger.	355	German Romanticism .....	3	3
Ger.	358	Classical German Literature: Goethe, Schiller & Lessing .....	3	3
Ger.	451	Supervised Readings in German Literature ....	3	3

No second field is required.

Students participating in foreign study programs must complete at least six hours of German literature at Clarion State College, regardless of the number of credits earned abroad.

\*May be omitted upon demonstration of proficiency at second year level.

## HISTORY

30 Semester Hours

### REQUIRED:

			c.h.	s.h.
Hist.	111	History of Ancient and Medieval Civilization .....	3	3
Hist.	112	History of Modern Civilization .....	3	3
Hist.	213	History of U. S. and Pa. ....	3	3

### ELECTIVES:

Majors should select at least two courses from each group.

#### GROUP I: UNITED STATES HISTORY

			c.h.	s.h.
Hist.	256	Pennsylvania History .....	3	3
Hist.	354	Contemporary American History .....	3	3
Hist.	355	Economic History of the U. S. ....	3	3
Hist.	359	History of the American Frontier .....	3	3
Hist.	360	Colonial America .....	3	3
Hist.	361	History of American Science and Technology ..	3	3
Hist.	362	History of the Afro-American .....	3	3
Hist.	452	Diplomatic History of the U. S. ....	3	3
Hist.	456	Society and Thought in America to 1865 ....	3	3
Hist.	457	Society and Thought in America since 1865 ...	3	3



## GROUP II: OTHER THAN UNITED STATES HISTORY

Hist.	257	History of the Near East .....	3	3
Hist.	254	Colonial Latin America .....	3	3
Hist.	255	Modern Latin America .....	3	3
Hist.	258	Traditional India .....	3	3
Hist.	259	Modern India-Pakistan .....	3	3
Hist.	270	Modern Southeast Asia .....	3	3
Hist.	310	History of the Ancient Greeks .....	3	3
Hist.	311	History of Rome to A.D. 565 .....	3	3
Hist.	320	Medieval History .....	3	3
Hist.	330	Europe during the Renaissance .....	3	3
Hist.	335	Europe during the Reformation .....	3	3
Hist.	340	History of Europe from 1660-1814 .....	3	3
Hist.	345	History of Europe from 1815-1924 .....	3	3
Hist.	357	History of England to 1689 .....	3	3
Hist.	358	History of England since 1689 .....	3	3
Hist.	365	Russian History to the 20th Century .....	3	3
Hist.	366	Russia in the 20th Century .....	3	3
Hist.	367	Latin America and its World Relations .....	3	3
Hist.	400	Contemporary Asia since World War I .....	3	3
Hist.	453	20th Century World History .....	3	3
Hist.	454	The British Empire and Commonwealth of Nations .....	3	3
Hist.	458	English Constitutional History .....	3	3

## MATHEMATICS

### 34 Semester Hours

Thirty-four semester hours are needed for a major in Mathematics; no second field is required. A Secondary Education student with a major in some other field electing Mathematics as a second field must satisfactorily complete the following courses: Mathematics 171, 172, 271, 272, 371. An Elementary Education student electing a concentration in Mathematics must satisfactorily complete a minimum of 18 semester hours of Mathematics courses to include Mathematics 111, 211, and 212.

### REQUIRED:

			c.h.	s.h.
Math.	171	College Algebra and Trigonometry .....	4	4
Math.	172	Calculus with Analytic Geometry I .....	4	4
Math.	271	Calculus with Analytic Geometry II .....	4	4
Math.	272	Calculus with Analytic Geometry III .....	4	4
Math.	371	Modern Algebra I .....	3	3
Math.	372	Modern Algebra II .....	3	3

### ELECTIVES:

			c.h.	s.h.
Math.	350	Ordinary Differential Equations .....	3	3
Math.	352	Probability .....	3	3
Math.	355	History of Mathematics .....	3	3
Math.	357	Modern Geometry .....	3	3
Math.	358	Computer Principles I .....	3	3

Math.	359	Computer Principles II .....	3	3
Math.	454	Theory of Numbers .....	3	3
Math.	456	Mathematical Statistics .....	3	3
Math.	471	Advanced Calculus I .....	3	3
Math.	472	Advanced Calculus II .....	3	3
Math.	473	Elementary Topology .....	3	3

No second field required.

## PHYSICS

38 Semester Hours

### REQUIRED:

			c.h.	s.h.
Chem.	153	General Chemistry I .....	6	4
Chem.	154	General Chemistry II .....	6	4
*Ph.	258	Introductory Physics I .....	8	5
*Ph.	259	Introductory Physics II .....	8	5
*Ph.	351	Mechanics .....	6	4
*Ph.	352	Electricity and Magnetism .....	6	4
*Ph.	353	Atomic Physics .....	6	4
*Ph.	354	Optics .....	6	4

### ELECTIVES:

			c.h.	s.h.
*Chem.	354	Physical Chemistry I .....	6	4
Geog.	453	Descriptive Astronomy .....	3	3
Ph.	257	Laboratory Tech. in Physics .....	5	3
Ph.	355	Nuclear Physics .....	6	4
*Ph.	356	Heat .....	3	3
*Ph.	453	Physical Measurements .....	5	3
Ph.	455	Electronics .....	5	3
Ph.	457	Demonstration in Physics .....	5	3
Ph.	460	Intro. to Math. Physics .....	3	3
Ph.	461	Seminar .....	1	1

\*Math. 272 is prerequisite.

\*\*Math. 272 may be scheduled concurrently. Majors should understand that Math. 272 must be preceded by Math. 151 and 152 or 171 and by Math. 172 and 271.

Majors should not schedule Math. 112 or Physical Science 111 and 112 in their general education programs.

No second field required.

## RUSSIAN

24 Semester Hours, excluding Russian 151 & 152

### REQUIRED:

			c.h.	s.h.
*Russ.	251	Intermediate Russian I .....	3	3
*Russ.	252	Intermediate Russian II .....	3	3
Russ.	255	Russian Civilization I .....	3	3

Russ.	256	Russian Civilization II .....	3	3
Russ.	351	Advanced Grammar & Composition .....	3	3

#### ELECTIVES:

			c.h.	s.h.
Russ.	253	Scientific Russian .....	2	2
Russ.	353	Russian Drama .....	3	3
Russ.	354	The Russian Novel .....	3	3
Russ.	355	Readings in Soviet Russian Literature .....	3	3
Russ.	361	Dostoevsky .....	3	3
Russ.	451	Supervised Readings in Russian Literature .....	3	3

\*May be omitted upon demonstration of proficiency at the second year level.

## SOCIAL STUDIES

### 48 Semester Hours

Forty-eight semester hours are needed to complete the Comprehensive Social Studies Major. Of these 48 semester hours a minimum of 12 semester hours must be in history, and a minimum of 6 semester hours in each of the following fields: Economics, Political Science, and Sociology. A total of 24 semester hours must be completed in any one field of the Social Studies, such as Anthropology, Economics, History, Political Science, or Sociology. Students are urged to take their hours of concentration in the field in which they intend to work after graduation.

No second field is required with the comprehensive social studies major. If a student with a major in another subject area (English, Library Science, etc.) wishes to seek a second field of concentration in one of the Social Sciences, a total of 24 semester hours must be completed in a single field. There is no comprehensive Social Studies minor and the state will not certify teaching in Comprehensive Social Studies for 18 or 24 hours.

#### REQUIRED:

			c.h.	s.h.
Hist.	111	History of Ancient and Medieval Civilization .....	3	3
Hist.	112	History of Modern Civilization .....	3	3
Hist.	213	History of U.S. and Pa. ....	3	3
Hist.		Advanced Elective in Amer. Hist. ....	3	3
Econ.	211	Principles of Economics .....	3	3
Soc.	211	Principles of Sociology .....	3	3
P.S.	211	American Government .....	3	3

#### ELECTIVE:

			c.h.	s.h.
Anth.	211	Anthropology .....	3	3
Anth.	213	Intro. to Bioanthropology .....	3	3
Anth.	214	Principles of Human Ecology .....	3	3

Anth.	353	Archaeology of Eastern North America .....	3	3
Anth.	354	Cultural History of Africa and Asia .....	3	3
Anth.	356	Field Archaeology .....		4
Anth.	357	Aboriginal South and Central America .....	3	3
Anth.	358	World Prehistory .....	3	3
Anth.	359	Primitive Science and Technology .....	3	3
Anth.	360	Introduction to Folklore .....	3	3
Anth.	400	Individual Research .....	2	2
Econ.	212	Principles of Economics II .....	3	3
Econ.	350	Microeconomic Theory .....	3	3
Econ.	352	Aggregative Economics .....	3	3
Econ.	353	Elements of Statistics .....	3	3
Econ.	354	Money and Banking .....	3	3
Econ.	355	Industrial Relations .....	3	3
Econ.	356	Government Regulations .....	3	3
Econ.	357	Public Utilities .....	3	3
Econ.	358	International Economic Relations .....	3	3
Econ.	359	Public Finance .....	3	3
Econ.	360	Comparative Economic Systems .....	3	3
Econ.	450	Managerial Economics .....	3	3
Econ.	451	Business Cycles .....	3	3
Econ.	452	History of Economic Thought .....	3	3
Econ.	453	Economics Seminar .....	3	3
Hist.	254	History of Latin America: Colonial Period .....	3	3
Hist.	255	History of Latin America: National Period .....	3	3
Hist.	256	History of Pennsylvania .....	3	3
Hist.	257	History of the Near East .....	3	3
Hist.	258	Traditional India .....	3	3
Hist.	259	Modern India-Pakistan .....	3	3
Hist.	270	Modern Southeast Asia .....	3	3
Hist.	310	History of the Ancient Greeks .....	3	3
Hist.	311	History of Rome to A.D. 565 .....	3	3
Hist.	320	Medieval History .....	3	3
Hist.	330	Europe During the Renaissance .....	3	3
Hist.	335	Europe During the Reformation .....	3	3
Hist.	340	History of Europe from 1660 to 1814 .....	3	3
Hist.	345	History of Europe from 1815 to 1924 .....	3	3
Hist.	354	Contemporary American History .....	3	3
Hist.	355	Economic History of U.S. ....	3	3
Hist.	356	Contemporary European History .....	3	3
Hist.	357	History of England to 1689 .....	3	3
Hist.	358	History of England since 1689 .....	3	3
Hist.	359	History of the American Frontier .....	3	3
Hist.	360	Colonial America .....	3	3
Hist.	361	History of American Science and Technology .....	3	3
Hist.	362	History of the Afro-American .....	3	3
Hist.	365	Russian History to the 20th Century .....	3	3
Hist.	366	Russia in the 20th Century .....	3	3
Hist.	367	Latin America and Its World Relationships .....	3	3
Hist.	400	Contemporary Asia since World War I .....	3	3
Hist.	452	Diplomatic History of U.S. ....	3	3



Hist.	453	20th Century World History .....	3	3
Hist.	454	The British Empire and Commonwealth of Nations .....	3	3
Hist.	456	Society and Thought in America to 1865 .....	3	3
Hist.	457	Society and Thought in America since 1865 ...	3	3
Hist.	458	English Constitutional History .....	3	3
P.S.	210	Introduction to Political Science .....	3	3
P.S.	351	State and Local Government .....	3	3
P.S.	352	International Relations .....	3	3
P.S.	353	International Organization: Theory and Practice .....	3	3
P.S.	354	Constitutional Law of U.S. ....	3	3
P.S.	355	Political Parties & Elections .....	3	3
P.S.	365	Ancient and Medieval Political Thought .....	3	3
P.S.	366	Modern Political Thought .....	3	3
P.S.	375	Public Administration .....	3	3
P.S.	451	Comparative Government .....	3	3
P.S.	458	English Constitutional History .....	3	3
Soc.	351	Contemporary Social Problems .....	3	3
Soc.	352	The Family .....	3	3
Soc.	361	Sociology of Deviant Behavior .....	3	3
Soc.	362	Racial and Ethnic Minority Problems .....	3	3
Soc.	363	Urban Sociology .....	3	3

## SPANISH

30 Semester Hours, excluding Spanish 151 & 152

### REQUIRED:

			c.h.	s.h.
*Span.	251	Intermediate Spanish I .....	3	3
*Span.	252	Intermediate Spanish II .....	3	3
Span.	255	Hispanic Civilization I .....	3	3
Span.	256	Hispanic Civilization II .....	3	3
Span.	351	Advanced Grammar & Composition .....	3	3

### ELECTIVE:

			c.h.	s.h.
Span.	253	Commercial Spanish .....	2	2
Span.	350	Advanced Conversation & Composition .....	3	3
Span.	352	Introduction to Spanish Literature .....	3	3
Span.	353	The Modern Spanish Drama .....	3	3
Span.	354	The Modern Spanish Novel .....	3	3
Span.	355	The "Generation of 1898" .....	3	3
Span.	359	The Literature of the Golden Age .....	3	3
Span.	360	Survey of Spanish American Lit. ....	3	3
Span.	361	The History of Mexican Literature .....	3	3
Span.	451	Supervised Reading in Hispanic Literature ...	3	3

No second field required.

Students participating in foreign study programs must complete at least six hours of Spanish or Spanish-American literature at Clarion State College, regardless of the number of credits earned abroad.

\*May be omitted upon demonstration of proficiency at second year level.

# SPEECH

## 24 Semester Hours

REQUIRED: Four of the following

			c.h.	s.h.
Sp.	113	Fundamentals of Speech .....	3	3
Sp.	251	Voice and Diction .....	3	3
Sp.	253	Introduction to the Theater .....	3	3
Sp.	256	Argumentation and Debate .....	3	3
Sp.	354	Introduction to Oral Interpretation .....	3	3

ELECTIVE:

			c.h.	s.h.
Sp.	114	Advanced Public Speaking .....	2	2
Sp.	115	Parliamentary Procedure .....	1	1
Sp.	252	Introduction to Speech Correction .....	3	3
Sp.	254	Principles of Acting I .....	3	3
Sp.	255	Stagecraft and Lighting .....	3	3
Sp.	257	Advanced Debate .....	2	2
Sp.	264	Discussion .....	2	2
Sp.	311	Persuasion .....	3	3
Sp.	312	General Semantics .....	3	3
Sp.	350	Summer Drama Workshop .....	6	6
Sp.	351	Advanced Theater Production .....	6	6
Sp.	352	Play Direction .....	3	3
Sp.	358	Psychology of Speech .....	3	3
Sp.	359	History of the Theater .....	3	3
Sp.	361	Principles of Acting II .....	3	3
Sp.	362	Principles of Stage Design .....	3	3
Sp.	363	Theatrical Costume and Makeup .....	3	3
Sp.	411	Classical Rhetoric .....	3	3
Sp.	412	British Public Address .....	3	3
Sp.	451	Advanced Speech .....	3	3
Sp.	453	Applied Phonetics .....	3	3
Sp.	454	Radio and Television .....	5	3
Sp.	455	Creative Dramatics .....	3	3
Sp.	465	Advanced Oral Interpretation .....	2	2

Students seeking a concentration in the Field of Speech may follow the core of required courses with specialization in General Speech, Public Address, or Theater. Course requirements and sequences may be determined by the student with the help of his adviser.

## SPECIAL FIELDS AND SERVICES

### THE CURRICULUM IN LIBRARY SCIENCE

The State Council of Education on December 3, 1937, approved a curriculum for the education of school librarians at Clarion State College. In 1961 the State Council of Education also approved a twelve-semester hour curriculum for endorsement in elementary school librarianship. A valid teaching certificate in elementary education is a prerequisite. This endorsement is valid only in those grades designated for the elementary schools. Library science courses are also offered as one of the elective fields for Liberal Arts students.

Students enrolled for the B. S. degree in Education with specialization in Library Science are required by the Pennsylvania Department of Public Instruction to complete 24 semester hours of course work in this area as part of the degree requirement. Upon completion of the degree program, the graduate is eligible for certification as a public school librarian in all grades of the public schools of the Commonwealth of Pennsylvania.

Clarion's library science program offers a series of courses which will (1) meet the State requirements for elementary and secondary school librarianship, (2) give pertinent training in school library techniques and management, (3) broaden the student's knowledge and training in the use of educational media, (4) provide the prerequisite courses for the Master of Science in Library Science degree, (5) qualify students as librarians for public library service. Students specializing in library science must also complete minimum requirements of 18 or more credits in one or more academic fields such as a foreign language, geography, mathematics, English, history, or earth and space science. They are required to do student teaching for 9 weeks in this second field as well as practice work in a school library for 9 weeks.

The degree program student begins his library science courses in the sophomore year. It is recommended that the student have at the minimum a "C" average to enter the program. An average of "C" or better is required in library science courses; otherwise the student may be advised to withdraw from the program. Also desirable is the ability to use the typewriter and a reading knowledge of a modern foreign language. The latter is particularly significant if the student plans to pursue a graduate degree after the completion of his undergraduate program.

# THE CURRICULUM IN LIBRARY SCIENCE EDUCATION

(Sequence of courses subject to change  
for administrative reasons.)

1st Semester			2nd Semester		
Eng.	111: Composition II	3	Eng.	112: Composition II	3
Ph.Sci.	111: Basic I	3	Ph.Sci.	112: Basic II	3
Biol.	111: Basic	4	Spch.	113: Fundamentals	3
Geog.	111: Basic	3	Math.	112: Basic	3
Hist.	112: Modern Civ.	3	Hist.	213: U.S. and Pa.	3
HPE	—: Phys. Ed. I	2-1	HPE	111: Health	2
		18-17			17

3rd Semester			4th Semester		
Art	111: Visual Arts	3	Mus.	111: Introduction	3
Eng.	213: Introduction	3	Psy.	211: General	3
L.S.	257: Basic Reference	3	L.S.	256: Admin. of Sch. Libs.	3
L.S.	255: Hist. or Bks. & Libs.	2	L.S.	258: Selection of Lib.	3
L.S.	259: Art for Librarians	2-1	Mtls.	—: Phys. Ed. III	2-1
HPE	—: Phys. Ed. II	2-1	L.S.	432: Colloquium	0
L.S.	432: Colloquium	0	L.S.	Elective	3
	Elective	3			17-16
		18-16			

5th Semester			6th Semester		
Ed.	223: Social Foundations	3	Psy.	222: Educational	3
Psy.	321: Adolescent	2	Ed.	—: Methods in Acad. Fld.	3
Ed.	329: Audio-Visual Ed.	3-2	**L.S.	359: Curriculum Enr.	3
*L.S.	356: Lib. Mtls. for		L.S.	357: Cat. & Class.	3
	Young People	3	L.S.	432: Colloquium	0
L.S.	432: Colloquium	0	Electives	—	6
	Electives	6			18
		17-16			

7th Semester (or 8th)			8th Semester (or 7th)		
Ed.	422: Prof. Prac. &		Econ.	211 or Soc. 211 (Prin. of)	
	School Law	2		or Anth. 211	3
Ed.	423: Lib. Practice	15-6	Phil.	211: Introduction	3
Ed.	424: Student Teaching	15-6	Geog.	257 or 254: U.S. & Canada	
		32-14		or Conservation	3
			P.S.	211: Am. Government	3
			L.S.	358: Lib. Mtls. for Child...	3
			L.S.	432: Colloquium	0
					15-15

\*Prerequisite: L.S. 258.

\*\*This course is a prerequisite to student teaching.

Freshmen are not admitted to library science courses.

Students should familiarize themselves with prerequisite requirements by referring to the latest college catalog and by inquiring at the Division of Library Science.

In order to be assigned to student teaching, all students specializing in library science must have completed L.S. 256, 257, 258, 259, 356, 357, 359 or their equivalents, plus eighteen hours in a minor field and the methods course in that field.



# CURRICULUM FOR THE ELEMENTARY SCHOOL LIBRARY SCIENCE CONCENTRATION

(Sequence of courses subject to change  
for administrative reasons.)

1st Semester			2nd Semester		
Eng.	111: Composition I	3	Eng.	112: Composition II	3
Phi.Sci.	111: Basic I	3	Phi.Sci.	112: Basic II	3
Hist.	213: U.S. & Pa.	3	Art	011: Fundamentals	2- 1
Math.	111: Basic	3	Biol.	111: Basic	4
Geog.	111: Basic	3	Spch.	113: Fundamentals	3
HPE	—: Phys. Ed. I	2- 1	HPE	111: Health	2
		17-16			17-16

3rd Semester			4th Semester		
Eng.	213: Intro. to Lit.	3	Ed.	223: Social Found.	3
Psy.	211: General	3	Art	111: Visual Arts	3
Mus.	131: Lit. & Mtls. I (El.)	3	Mus.	132: Lit. & Mtls. II (El.)	3
L.S.	257: Basic Reference	3	Hist.	112: Modern Civ.	3
Art	231: Studio Experiences	3- 2	Art	222: Teaching Art in	3- 2
HPE	—: Phys. Ed. II	2- 1	HPE	the El. Grs.	
L.S.	256: Adm. of Sch. Libs.	3	L.S.	258: Sel. of Lib. Mtls.	2- 1
L.S.	432: Colloquium	0	L.S.	432: Colloquium	0
		20-18			20-18

5th Semester			6th Semester		
Psy.	320: Human Growth & Development	5	El.Ed.	325: Modern Curr. Meth.	5
El.Ed.	324: Teaching of Arith.	3	El.Ed.	323: Teach. of Reading	3
Sci.	231: Fused Science	2	Geo.	257 or 254: U.S. & Canada	3
*L.S.	358: Lib. Mtls. for Child.	3	or Conservation		
L.S.	357: Cat. & Class.	3	Sci.	222: Teaching Sci. El. Gr.	2
L.S.	432: Colloquium	0	**L.S.	359: Curriculum Enrichment	3
		16-16	L.S.	432: Colloquium	0
					16-16

7th Semester (or 8th)			8th Semester (or 7th)		
P.S.	211: American Govt.	3	El.Ed.	423: Lib. Practice	15- 6
Phil.	211: Introduction	3	El.Ed.	424: St. Teaching	15- 6
Soc.	211 or Econ. 211 (Prin. of)	3	El.Ed.	422: Prof. Pract.	2- 2
or Anth.	211		& Sch. Law		
Ed.	329: Audio Visual Ed.	3- 2			32-14
Eng.	331: Children's Lit.	3			
	Elective	3			
L.S.	432: Colloquium	0			
		18-17			

\*Prerequisite: L.S. 258  
\*\*This course is a prerequisite to student teaching.

Freshmen are not admitted to library science courses.

Students should familiarize themselves with prerequisite requirements by referring to the latest college catalog and by inquiring at the Division of Library Science.

In order to be assigned to student teaching, students should have completed L.S. 256, 257, 258, 357, 358, and 359.

A total of 128 sem. hrs. constitutes the minimum which must be completed for the degree.

## LIBRARY SCIENCE

### 24 Semester Hours

REQUIRED:			c.h.	s.h.
L.S.	255	History of Books and Libraries .....	2	2
L.S.	256	Administration of School Libraries .....	3	3
L.S.	257	Basic Reference Sources and Services .....	3	3
L.S.	258	Selection of Library Materials .....	3	3
L.S.	259	Art for Librarians .....	2	1
L.S.	356	Library Materials for Young People .....	3	3
L.S.	357	Cataloging and Classification .....	3	3
L.S.	358	Library Materials for Children .....	3	3
L.S.	359	Curriculum Enrichment .....	3	3
ELECTIVES:			c.h.	s.h.
L.S.	455	Non-Book Materials as Library Resources .....	3	3
L.S.	457	Independent Study Seminar .....		1-3

## ELEMENTARY SCHOOL LIBRARIANSHIP PROGRAM

### 18 Semester Hours

REQUIRED:			c.h.	s.h.
L.S.	256	Administration of School Libraries .....	3	3
L.S.	257	Basic Reference Sources and Services .....	3	3
L.S.	258	Selection of Library Materials .....	3	3
L.S.	357	Cataloging and Classification .....	3	3
L.S.	358	Library Materials for Children .....	3	3
L.S.	359	Curriculum Enrichment .....	3	3

Elementary majors choosing Library Science to fulfill the concentration requirement are to complete the 18 credits listed above.

Elementary teachers with a valid College Certificate in elementary education may have their certificates endorsed in Library Science upon completion of 12 *semester hours* in this field, including L.S. 256, 258, 357, and 358.

## THE DEGREE PROGRAM IN MUSIC EDUCATION

The curriculum for majors in music education at Clarion State College, leading to the degree Bachelor of Science in Music Education, combines a broad requirement in general education with advanced study in theory, history and literature of music, applied music, specialized courses in music education, and participation in musical organizations. The emphasis of the program is two-fold:

- A. The achievement of significant musical understanding and ability: *Musicianship*.
- B. The development of skills and techniques necessary for the effective communication of musical understanding and ability to others: *Teaching Ability*.

The purpose of this program is to train prospective public school teachers specializing in music education, with certification in all of the following areas:

- A. Elementary music education, from kindergarten through the sixth grade, including instrumental classes.
- B. Junior high school music programs, including general music, instrumental and vocal classes.
- C. Secondary school music programs, including all vocal and instrumental activities, general music, and elective academic courses in theory, music history, etc.

## GENERAL EDUCATION

	Sem. Hrs.
ENGLISH COMPOSITION .....	6
Eng. 111 Composition I	
Eng. 112 Composition II	
HUMANITIES .....	9
Literature, Art, Philosophy, Speech & Drama (Eng. 213, Art 111, Phil. 211, Sp. 113, or others by advisement)	
SCIENCES AND MATHEMATICS .....	9
Biology, Geography, Physical Science, Mathematics (Biol. 111, Phys. Sci. 111, 112, Geog. 111, Math. 111, or others by advisement)	
SOCIAL SCIENCES (Select two) .....	6
Hist. 112 Modern Civilization	
Hist. 212 U.S. & Pa. since '65	
P.S. 211 American Government	
ELECTIVE COURSES .....	6
Two courses from the following areas:	
a. Literature, Art, Philosophy, Speech & Drama	
b. History, Sociology, Political Science, Economics	
c. Biology, Physical Science, Geography, Mathematics	
PSY. 21: GENERAL PSYCHOLOGY .....	3
PSY. 322: DEVELOPMENTAL PSYCHOLOGY .....	3
HEALTH & PHYSICAL EDUCATION .....	4
THEORY OF MUSIC .....	8
Mus. 135 Theory of Music I	
Mus. 136 Theory of Music II	
HISTORY & LITERATURE OF MUSIC .....	6
Mus. 151 History & Literature of Music I	
Mus. 152 History & Literature of Music II	
Total .....	60

## PROFESSIONAL EDUCATION

	Sem. Hrs.
Ed. 223 Social Foundations of Education .....	3
Psy. 222 Educational Psychology .....	3

Mus.	333	Elementary Music Methods .....	3
Mus.	334	Junior High & Secondary Music Methods .....	3
Mus.	362	Instrumental Methods .....	2
Mus.	363	Vocal Methods .....	(2)
Ed.	422	Professional Practicum .....	2
Ed.	432	Student Teaching .....	10
Total .....			28

## AREA OF SPECIALIZATION

			Sem. Hrs.
Mus.	235	Theory of Music III .....	4
Mus.	236	Theory of Music IV .....	4
Mus.	251	History & Literature of Music III .....	3
Mus.	252	History & Literature of Music IV .....	3
Mus.	365	Conducting I .....	2
Mus.	366	Conducting II .....	2
Mus.	367	Orchestration .....	2
KEYBOARD AND VOICE PROFICIENCY			
*Mus.	160	Piano Class .....	1
Mus.	161	Piano (3 semesters) .....	3
*Mus.	162	Voice Class .....	1
Mus.	163	Voice (2 semesters) .....	2
*Elective		.....	3
INSTRUMENTAL TECHNIQUES .....			7
Mus.	261	I: Violin, Viola	
Mus.	262	II: Cello, String Bass	
Mus.	263	III: Flute, Oboe, Saxophone	
Mus.	264	IV: Clarinet, Bassoon	
Mus.	265	V: Trumpet, French Horn	
Mus.	266	VI: Trombone, Tuba	
Mus.	267	VII: Percussion	
APPLIED FIELD OF PERFORMANCE .....			7
Voice, Piano, Instrument—(Mus. 161, 163, 164, 165, 166, 167, 168, 169, or 170)			
PERFORMING ORGANIZATION			
(No credit—six semester of participation required)			
Total .....			41

\*Students whose applied field of performance is Voice or Piano will substitute an approved music elective, as appropriate: Music 351-358, incl.; Mus. 361, 364, or 368.



## DEGREE PROGRAM IN MUSIC EDUCATION

Sample four-year curriculum for students whose field of performance is instrumental. The curriculum for students whose field of performance is piano or voice is similar.

### 1st Semester: 16 s.h.

		s.h.			s.h.
Eng.	111: Composition I .....	3	Mus.	135: Theory of Music I ....	4
	Gen. Ed. requirements			Applied Music .....	1
	or Electives .....	6	Mus.	160: Piano Class .....	1
		9	Mus.	261: Inst. Tech. I .....	1
				Performing Org. ....	0
					7

### 2nd Semester: 17 s.h.

Eng.	112: Composition II .....	3	Mus.	136: Theory of Music II ..	4
	Gen. Ed. requirements			Applied Music .....	1
	or Electives .....	6	Mus.	161: Piano .....	1
HPE	112: Physical Education ...	1	Mus.	262: Inst. Tech. II .....	1
		10		Performing Org. ....	0
					7

### 3rd Semester: 17 s.h.

	Gen. Ed. requirements		Mus.	235: Theory of Music III ..	4
	or Electives .....	6	Mus.	151: His. & Lit. of Music. I	1
HPE	212: Physical Education ...	1		Applied Music .....	1
		7	Mus.	161: Piano .....	1
			Mus.	263: Inst. Tech. III .....	1
				Performing Org. ....	0
					10

### 4th Semester: 18 s.h.

Psy.	211: General Psychology ..	3	Mus.	236: Theory of Music IV ..	4
Ed.	223: Soc. Found. of Ed. ...	3	Mus.	152: His. & Lit. of Mus. II	3
HPE	111: Health Education ....	2		Applied Music .....	1
		8	Mus.	161: Piano .....	1
			Mus.	264: Inst. Tech. IV .....	1
				Performing Org. ....	0
					10

### 5th Semester 17 s.h.

	Gen. Ed. requirements		Mus.	251: His. & Lit. of Mus. III	3
	or Electives .....	3	Mus.	365: Conducting I .....	2
Psy.	222: Educational Psychology	3		Applied Music .....	1
Mus.	333: Elem. Music Methods ..	3	Mus.	162: Voice Class .....	1
		9	Mus.	265: Inst. Tech. V .....	1
				Performing Org. ....	0
					8

### 6th Semester: 16 s.h.

Psy.	322: Human Development ..	3	Mus.	252: His. & Lit. of Mus. IV	3
Mus.	334: Jr. High & Sec.		Mus.	366: Conducting II .....	2
	Music Methods .....	3		Applied Music .....	1
Mus.	363: Vocal Methods .....	2	Mus.	163: Voice .....	1
		8	Mus.	266: Inst. Tech. VI .....	1
				Performing Org. ....	0
					8

### 7th Semester (or 8th): 16 s.h.

	Gen. Ed. requirements		Mus.	367: Orchestration .....	2
	or Electives .....	9		Applied Music .....	1
Mus.	362: Instrumental Methods (2)		Mus.	267: Inst. Tech. VII .....	1
Mus.	363: (or) Vocal Methods ..	2	Mus.	163: Voice .....	1
		11			5
				(Performing Org.-optional) .....	0

### 8th Semester (or 7th): 12 s.h.

Ed.	422: Professional Practicum	2
Ed.	432: Student Teaching ....	10
		12

Total Credits required for Graduation = 129 s.h.

# THE CURRICULUM IN PUBLIC SCHOOL NURSING

## 60 Semester Hours

The curriculum in public school nursing, open only to persons who are Registered Nurses, leads to the degree of Bachelor of Science in Public School Nursing.

### GENERAL EDUCATION

			c.h.	s.h.
Eng.	111	Freshman Composition I .....	3	3
Eng.	213	Introduction to Literature .....	3	3
Sp.	113	Fundamentals of Speech .....	3	3
Hist.	112	History of Modern Civilization .....	3	3
Hist.	213	History of U.S. and Pa. ....	3	3
P.S.	211	American Government .....	3	3
Soc.	211	Principles of Sociology .....	3	3
		Electives .....		11
Total .....				32

### PROFESSIONAL EDUCATION

Ed.	223	Social Foundations of Education .....	3	3
Psy.	211	General Psychology .....	3	3
Psy.	222	Educational Psychology .....	3	3
Psy.	321	Psychology of Adolescence .....	2	2
Ed.	329	Audio-Visual Education .....	3	2
Total .....				13

### SPECIALIZED EDUCATION

N.	351	Public School Nursing .....	3	3
N.	352	Specialized Health Problems of School Aged Children .....	3	3
N.	353	Family Case Work .....	3	3
N.	354	Public Health Nursing .....	3	3
S.E.	211	General Safety Education .....	3	3
Total .....				15

## SAFETY EDUCATION PROGRAM

### 12 Semester Hours

REQUIRED:			c.h.	s.h.
S.E.	351	Driver Education and Traffic Safety .....	3	3
S.E.	211	General Safety Education .....	3	3
ELECTIVE:			c.h.	s.h.
S.E.	212	Organization and Administration of Safety Education .....	3	3
S.E.	213	Materials and Methods of Teaching Safety in the Secondary Schools .....	3	3
S.E.	214	The Psychology of Accident Prevention .....	3	3
S.E.	215	Visual and Other Aids in Safety Education ...	3	3

Any college certificate may be extended to include Driver Education and General Safety Education by completion of 12 semester hours of above courses. However, such course work will not fulfill second field requirements for secondary majors or concentration requirements for elementary majors.

# DEGREE PROGRAMS IN SPECIAL EDUCATION

## TEACHING THE MENTALLY RETARDED

### Professional Education and Area of Specialization— Mental Retardation

#### Required of all Mental Retardation Majors

Ed.	223	Social Foundations of Education .....	3
Ed.	329	Audio-Visual Education .....	2
Psy.	322	Developmental Psychology .....	3
El. Ed.	323	Teaching of Reading .....	3
El. Ed.	324	Teaching of Arithmetic .....	3
SPA	334	Speech Correction for the Classroom Teacher .....	3
Sp. Ed.	111	Introduction to Exceptional Children .....	3
Sp. Ed.	220	Nature of Mental Retardation .....	3
Sp. Ed.	221	Neurological Impairment .....	3
Sp. Ed.	321	Curriculum Development for Exceptional Children (M.R.) .....	3
Sp. Ed.	322	Educational Appraisal in Mental Retardation .....	3
Sp. Ed.	422	Methods of Teaching Exceptional Children (M.R.) .....	3
Sp. Ed.	424	Laboratory Methods with Exceptional Children (M.R.) .....	3
Ed.	422	Professional Practicum .....	2
Sp. Ed.	429	Student Teaching .....	12

RECOMMENDED ELECTIVES .....16 sem. hrs.

May be selected from the following:

Anth. 213, 214

Art 222, 231, 232, 233, 312

El. Ed. 332

Eng. 331

Geog. 256

Mus. 131, 132

Psy. 251, 323, 332, 334, 335, 451, 452, 454, 455, 456, 458, 464

Soc. 351, 352, 361

SPA 231

Sp. Ed. 423

Note: For General Education requirements in Teaching the Mentally Retarded see p. 48.

# THE CURRICULUM IN SPECIAL EDUCATION

## Mental Retardation

Sequence of courses subject to change  
for administrative reasons

1st Semester				2nd Semester			
Eng.	111:	Composition 1 .....	3	Eng.	112:	Composition II .....	3
Ph.Sci.	111:	Basic I .....	3	Ph.Sci.	112:	Basic II .....	3
Math.	111:	Basic .....	3	Biol.	111:	Basic .....	4
Geog.	111:	Basic .....	3	Sp.	113:	Fundamentals .....	3
Art	111:	Visual Arts .....	3	Sp.Ed.	111:	Educ. of Exc. Children ..	3
HPE	111:	Health .....	2	HPE	:	Physical Education ..	2- 1
			17-17				18-17
3rd Semester				4th Semester			
Psy.	211:	General Psychology ..	3	Psy.	322:	Developmental Psy. ..	3
Eng.	213:	Intro. to Lit. ....	3	Ed.	223:	Social Foundations ..	3
Mus.	111:	Introduction .....	3	Hist.	112:	Modern Civilization ..	3
Hist.	213:	U.S. and Pa. Hist. ....	3	Sp.Ed.	221:	Neurol. Impairment ..	3
Sp.Ed.	220:	Nature of M. R. ....	3	HPE	:	Physical Education ..	2- 1
HPE	:	Physical Education ..	2- 1	Electives .....			5
			17-16				19-18
5th Semester				6th Semester			
Phil.	211:	Introduction .....	3	El.Ed.	324:	Teaching of Arith. ...	3
El.Ed.	323:	Teaching of Reading ..	3	Geog. 257 or 254:	U.S. & Can. or Cons. ..		3
Sp.Ed.	321:	Curriculum Dev. ....	3	SPA	334:	Sp. Corr. for	
Sp.Ed.	322:	Education, Appraisal .	3	Class. Teach. ....			3
			15-15	Sp.Ed.	422:	Methods .....	3
				Ed.	329:	A-V Education .....	3- 2
				Elective .....			3
							18-17
7th Semester (or 8th)				8th Semester (or 7th)			
P.S.	211:	American Gov. ....	3	Sp.Ed.	429:	Student Teaching ....	30-12
Soc. 211 or Econ. 211 or Anth. 211:			3	Ed.	422:	Professional Prac. ....	2- 2
Sp.Ed.	423:	Lab. Methods .....	3				32-14
			6				
			15-15				

## DEGREE PROGRAM IN SPEECH PATHOLOGY AND AUDIOLOGY

This program provides the academic background necessary for graduate study in Speech Pathology and Audiology and leads to the degree Bachelor of Science in Speech Pathology and Audiology.

### REQUIRED COURSES:

			c.h.	s.h.
Sp. Ed.	111	Education of Exceptional Children .....	3	3
SPA	450	Clinical Phonetics .....	3	3
SPA	451	Anatomy of Speech and Hearing Mechanism ..	3	3
SPA	452	Speech Problems .....	3	3
SPA	453	Speech Pathology .....	3	3
SPA	460	Hearing Problems .....	3	3
SPA	463	Speech Reading and Auditory Training .....	3	3
SPA	468	Speech and Hearing Clinic I: Practicum .....	7½	3
Ed.	223	Social Foundations of Education .....	3	3
Ed.	329	Audio-Visual Communication .....	3	2
El. Ed.	323	Teaching of Reading .....	3	3
Psy.	320	Human Growth and Development .....	5	5



Psy.	323	Mental Hygiene .....	3	3
Ed.	422	Professional Practicum including School Law ..	2	2
SPA	422	Student Teaching with Speech and Hearing Handicapped .....	30	12

ELECTIVES: 14 semester hours may be selected from among the following:

SPA 454, 464, 469  
 Anth. 211, 213, 214  
 Ed. 224  
 El. Ed. 321  
 Eng. 331, 457  
 Math. 151, 152, 161, 221, 358  
 Psy. 251, 321, 331, 333, 354, 355, 451, 452, 454, 455, 456, 458  
 Soc. 351, 352, 361  
 Sp. Ed. 220, 221, 322  
 Sp. 251, 312, 358, 451, 453  
 Phil. 111, 355  
 Foreign Language 6 sem. hrs.

NOTE: For General Education requirements in Speech Pathology and Audiology see page 48.

## THE CURRICULUM IN SPEECH PATHOLOGY AND AUDIOLOGY

Sequence of courses subject to change  
for administrative reasons

1st Semester				2nd Semester			
Eng.	111:	Composition I .....	3	Eng.	112:	Composition II .....	3
Ph.Sci.	111:	Basic Physical Sci. I ..	3	Ph.Sci.	112:	Basic Phy. Sci. II ...	3
HPE	:	Physical Education ..	2- 1	HPE	:	Physical Education ..	2- 1
Math.	111:	Basic Mathematics ....	3	Geog.	111:	Basic Phy. Geog. ....	3
Sp.	113:	Fundamentals of Sp. ..	3	Sp.Ed.	111:	Ed. of Ex. Ch. ....	3
Hist.	112:	Modern Civ. ....	3	Biol.	111:	Basic Biol. Sci. ....	4
			17-16				18-17
3rd Semester				4th Semester			
SPA	451:	Speech Problems .....	3	SPA	453:	Speech Pathology ....	3
SPA	450:	Clinical Phonetics ....	3	SPA	451:	Anat. of Sp. & Hrng. Mech. ....	3
Psy.	211:	General Psychology ..	3	Psy.	322:	Developmental Psy. ..	3
Eng.	213:	Intro. to Lit. ....	3	Geog. 257 or	Geog. 254:	U.S. & Can. or Cons. of Nat. Res.	3
HPE	111:	Health Education ....	2	Ed.	223:	Soc. Found. of Ed. ...	3
			3				2
			17-17				17-17
5th Semester				6th Semester			
SPA	460:	Hearing Problems ....	3	SPA	463:	Sp. Rdng. & Aud. Trng.	3
SPA	462:	Sp. & Hrng. Clinic I: Practicum .....	7½- 3	Psy.	323:	Mental Hygiene .....	3
Hist.	213:	Hist. of U.S. & Pa. ..	3	Art	111:	Visual Arts .....	3
Mus.	111:	Intro. to Music ....	3	El.Ed.	323:	Teaching of Reading ..	3
HPE	:	Physical Education ....	2- 1				6
			3				18-18
			21½-16				
7th Semester (or 8th)				8th Semester (or 7th)			
Phil.	211:	Intro. to Phil. ....	3	SPA	422:	Student Teaching with Sp. & Hrng. Handi- capped .....	30-12
P.S.	211:	American Gov. ....	3	Ed.	422:	Prof. Practicum including School Law ..	2
Soc.	211:	Prin. of Soc. or Econ. 211 or Anth. 211	3				32-14
Ed.	329:	Audio-Visual Com. ....	3- 2				
			6				
			18-17				

## VENANGO CAMPUS ELEMENTARY COURSE OFFERINGS

Sequence of courses subject to change  
for administrative reasons

1st Semester			2nd Semester		
Eng.	111: Composition I	3- 3	Eng.	112: Composition II	3- 3
Sp.	112: Speech	3- 3	Biol.	111: Basic	4- 4
Hist.	112: Modern Civilization	3- 3	Hist.	213: U.S. & Pa.	3- 3
Geog.	111: Basic	3- 3	Art	011: Fundamentals	2- 1
Ph.Sci.	111: Basic I	3- 3	Ph.Sci.	112: Basic II	3- 3
Math.	111: Basic (Elem.)	3- 3	HPE	111: Health	2- 2
		18-18			17-16
3rd Semester			4th Semester		
Eng.	213: Intro. to Literature	3- 3	Geog.	257: U.S. & Canada	3- 3
Psy.	211: General Psychology	3- 3	Psy.	222: Ed. Psychology	3- 3
Mus.	131: Lit. & Mat. I	3- 3	Mus.	132: Lit. & Mat. II	3- 3
Soc.	211: Prin. of Sociology (or)	3- 3	P.S.	211: American Gov't.	3- 3
Econ.	211: Prin. of Economics	(3- 3)	Art	111: Visual Arts	3- 3
Ed.	223: Soc. Found. of Ed.	3- 3	Art	222: Teach. Art El. Gr.	3- 2
Art	231: Studio Experiences	3- 2			18-17
		18-17			

## VENANGO CAMPUS SECONDARY COURSE OFFERINGS

Sequence of courses subject to change  
for administrative reasons

1st Semester			2nd Semester		
Eng.	111: Composition I	3- 3	Eng.	112: Composition II	3- 3
Hist.	112: Modern Civilization	3- 3	Hist.	213: U.S. & Pa.	3- 3
Geog.	111: Basic	3- 3	Sp.	113: Speech	3- 3
Ph.Sci.	111: Basic I (or)	3- 3	Ph.Sci.	112: Basic II (or)	3- 3
Chem.	151: Inorganic I	(8- 6)	Chem.	152: Inorganic II	(8- 5)
Math.	112: Basic (Sec.) (or)	3- 3	Biol.	111: Basic (or)	4- 4
Math.	171: Coll. Alg. & Trig.	(4- 4)	Math.	172: Cal. w/Anal. Geom. I	4- 4
HPE	111: Health	2- 2			16-16
		17-17			
		(18-18)			
3rd Semester			4th Semester		
Eng.	213: Intro. to Lit.	3- 3	P.S.	211: American Govt.	3- 3
Psy.	211: General Psych.	3- 3	Psy.	222: Ed. Psych.	3- 3
Mus.	111: Intro. to Music	3- 3	Art	111: Visual Arts	3- 3
Soc.	211: Prin. of Soc. (or)	3- 3	Geog.	257: U.S. & Canada (or)	3- 3
Econ.	211: Prin. of Econ.	(3- 3)	Geog.	254: Cons. Nat. Res.	(3- 3)
Ed.	223: Social Found. of Ed.	3- 3	Elective		3- 3
	(or) Elective	(3- 3)			15-15
		15-15			

### ELECTIVES

Biol.	153: Gen. Biology I	6- 4	Biol.	154: Gen. Biology II	6- 4
Biol.	201: Genetics	5- 3	Biol.	202: Envrn. Biology	5- 3
Psy.	331: Child Psych.	3- 3	Eng.	355: Novel since 1870	3- 3
Eng.	251: English Lit.	3- 3	Eng.	252: Amer. Lit.	3- 3
Fr.	151: Elem. French I	3- 3	Fr.	152: Elem. French II	3- 3
Fr.	251: Interm. French I	3- 3	Fr.	252: Interm. French II	3- 3
Fr.	255: French Civil. I	3- 3	Fr.	256: French Civil. II	3- 3
Span.	151: Elem. Spanish I	3- 3	Span.	152: Elem. Spanish II	3- 3
Span.	251: Interm. Span. I	3- 3	Span.	252: Interm. Span. II	3- 3
Span.	255: Hispanic Civil. I	3- 3	Span.	256: Hispanic Civil. II	3- 3
Math.	271: Calc. w/Anal. Geometry II	4- 4	Math.	272: Calc. w/Anal. Geometry III	4- 4
Mus.	255: Ear Training & Sight Singing	2- 3	Math.	211: Mod. Con. in Math for Elem. Teach.	3- 3
Hist.	111: Ancient Civil.	3- 3	Mus.	258: Hist. of Mus. II	3- 3
Ph.	251: Gen. Physics I	6- 4	Ph.	252: Gen. Physics II	6- 4
Sp.	251: Voice & Diction	3- 3	Sp.	253: Intro. to Theatere	3- 3
			Geog.	252: Physical Geology	3- 3

# BUSINESS ADMINISTRATION

## OBJECTIVES OF THE CURRICULUM

The curriculum leading to the degree of Bachelor of Science in Business Administration is designed to assist students in arriving at a better understanding of the complex relationships inherent in the rapidly changing world of business, industry, and government; to provide educational experiences that will help students develop their potentialities for leadership and service; to help stimulate the growth of students as individuals and citizens; and to provide a qualitative environment in which educational enrichment can take place.

Supplemented by broad general requirements in the humanities, the social sciences, and the natural sciences, which provide the liberalizing framework essential for real educational development, the business curriculum offers a well balanced program of courses in business administration which not only will help to prepare students for careers in business, industry, and government but also will give preparatory training to students who plan to further their education through graduate study in business or law.

Although there is opportunity to develop some depth in certain business areas, such as accounting, economics, marketing, and general business administration, the emphasis in the program is not on deep specialization but rather on the development of analytical ability, intellectual toughness, imagination, the ability to communicate ideas, and adaptability, so that technological change does not render the education obsolete.

## ADMISSION AND FEES

Admission to the business administration program is governed by the college admissions policy on pages 24-26 of this catalog.

All fees and other charges for the business administration program are the same as those listed on pages 31-36.

## SCHOLARSHIP REQUIREMENTS

The scholarship requirements for business administration students are identical to those of all other students in Clarion State College, summarized on pages 27-29.

## THE CURRICULUM

Semester hour credits required for the degree of Bachelor of Science in Business Administration:

General Education: 64 credits

Business Foundation Subjects: 27 credits

Business Areas of Concentration:	25 credits
Free Electives:	12 credits
Total required for graduation:	128 credits

## GENERAL EDUCATION

64 credits

1. ENGLISH COMPOSITION: 6 credits
2. HUMANITIES: 12 credits distributed as follows:
  - a. Speech 3 credits
  - b. Electives 9 credits from the following fields: Art, Foreign Language, Literature, Music, Philosophy, or Theater Arts.
3. NATURAL SCIENCES AND MATHEMATICS: 12 credits distributed as follows:
  - a. Mathematics for Business and Economics 6 credits
  - b. Natural Sciences 6 credits
4. SOCIAL SCIENCES: 21 credits distributed as follows:
  - a. Principles of Economics 6 credits
  - b. Psychology 6 credits
  - c. Principles of Sociology 3 credits
  - d. Electives 6 credits from the following fields: Anthropology, History, Political Science, Psychology, or Sociology.
5. HEALTH AND PHYSICAL EDUCATION: 4 credits
6. Additional Electives in Liberal Arts 9 credits

## BUSINESS FOUNDATION SUBJECTS

27 credits

The courses included as *Foundation Subjects* have been selected with three primary objectives in mind: (1) To give students an insight into the major functions of organizations whether they be private business firms or local, state, or federal governmental agencies; (2) To give students an understanding of the major problems within organizations as they pursue their goals; and (3) To assist students in using the insights and methods of the humanities, social sciences, and natural sciences to analyze and illuminate these problems. Each of the Foundation Subjects either deals with an important aspect of organization or provides a tool which can be used in attacking problems that individuals face in organizations.

The following foundation courses are required of all business administration students:

1. ACCOUNTING: 6 credits
 

Bus. Ad. 151, 152: Principles of Accounting I, II. 3 credits each.
2. ECONOMICS: 3 credits
 

Econ. 350: Microeconomic Theory. 3 credits

Note: Econ. 211, 212: Principles of Economics I, II are prerequisites to the above course.



3. FINANCE: 3 credits  
Bus. Ad. 365: Financial Management.
4. BUSINESS LAW: 3 credits  
Bus. Ad. 362: The Legal Environment.
5. MARKETING: 3 credits  
Bus. Ad. 364: Principles of Marketing.
6. ORGANIZATION: 3 credits  
Bus. Ad. 363: Principles of Management. 3 credits  
NOTE: Psy. 211: General Psychology is prerequisite to Psy. 453.
7. QUANTITATIVE: 6 credits  
Econ. 353: Elements of Statistics  
Bus. Ad. 102: Computer Principles  
NOTE: Econ. 211: Principles of Economics I is prerequisite to Econ. 353.

## AREAS OF CONCENTRATION

25 credits

The areas are Accounting, Economics, Marketing, and General Business Administration. The courses required for each major are listed below. The additional courses needed to meet the minimum 25 credits in business and economic courses will be elected in consultation with the student's advisor.

### 1. ACCOUNTING

- Bus. Ad. 251, 252: Intermediate Accounting I, II. 6 credits
- Bus. Ad. 351: Administrative Controls and Analysis. 3 credits
- Bus. Ad. 352: Tax Accounting. 3 credits

### 2. ECONOMICS

- Econ. 352: Macroeconomic Theory. 3 credits.
- Econ. 354: Money and Banking. 3 credits
- Econ. 358: International Economic Relations. 3 credits
- Econ. 452: History of Economic Thought. 3 credits

### 3. MARKETING

- Bus. Ad. 366: Marketing Management. 3 credits
- Bus. Ad. 461: Marketing Research. 3 credits
- Bus. Ad. 465: Marketing Problems. 3 credits

### 4. GENERAL BUSINESS ADMINISTRATION

- Bus. Ad. 361: Organization Theory and Methods. 3 credits
- Bus. Ad. 464: Personnel Management. 3 credits
- Bus. Ad. 467: General Business Seminar. 3 credits
- Econ. 450: Managerial Economics. 3 credits

## FREE ELECTIVES

12 credits

Free electives are available for the student. They may be selected in consultation with the student's advisor in any area of course work offered in the college.

# TYPICAL PROGRAM FOR BUSINESS ADMINISTRATION STUDENTS

## 1st Semester

Eng.	111: Comp. I .....	3
Econ.	211: Prin. I .....	3
Bus.Ad.	151: Prin. of Acctng. I ....	3
Math.	131: Math for Bus. & Econ.	3
HPE	111: Health Ed. ....	3
Sp.	113: Fund. of Speech .....	3
		<u>17</u>

## 2nd Semester

Eng.	112: Comp. II .....	3
Econ.	212: Prin. II .....	3
Bus.Ad.	152: Prin. of Acctng. II ...	3
Math.	132: Math for Bus. & Econ. II .....	3
	Liberal Arts Elective ..	3
	Phys. Ed. ....	1
		<u>16</u>

## 3rd Semester

Psy.	211: Gen'l Psych. ....	3
Econ.	350: Micro .....	3
	Nat. Science .....	3
	Humanities .....	3
Econ.	350: Elem. of Stat. ....	3
	Phys. Ed. ....	1
		<u>16</u>

## 4th Semester

Bus.Ad.	102: Computer Prin. ....	3
Psy.	453: Ind. Psych. ....	3
Soc.	211: Prin. of Soc. ....	3
	Humanities and/or Liberal Arts Elective ..	6
	Nat. Science .....	3
		<u>18</u>

Note: Accounting majors will substitute Bus. Ad. 251: Intermediate Acctng. I for one of the above courses.

Note: Accounting majors will substitute Bus. Ad. 252: Intermediate Acctng. II for one of the above courses.

## 5th Semester

Bus.Ad.	361: Org. Theory and Methods .....	3
Bus.Ad.	363: Prin. og Mgmt. ....	3
	Bus. Major .....	3
	Humanity or Lib. Arts Elective ....	3
	Soc. Sci. Elective .....	3
		<u>15</u>

## 6th Semester

Bus.Ad.	364: Prin. of Mkt. ....	3
Bus.Ad.	362: Legal Envir. ....	3
Bus.Ad.	365: Fin. Mgmt. ....	3
	Soc. Sci. Elective .....	3
	Bus. Major .....	3
		<u>15</u>

## 7th Semester

Bus. Major	.....	6
Humanity or Lib. Arts Elective	....	3
Free Electives	.....	9
		<u>18</u>

## 8th Semester

Bus. Major	.....	13
Free Elective	.....	3
		<u>16</u>

# LIBERAL ARTS AND SCIENCES

## OBJECTIVES AND CHARACTERISTICS

The undergraduate program in the arts and sciences at Clarion State College has two fundamental purposes:

1. To provide the student with a broad general education that will enable him to adapt to the complexities of the world in which he must live; that will give him an understanding and appreciation of the intellectual, cultural, and moral forces which have shaped our world; and that will engender in him an intellectual awareness which will make him strive for educational growth throughout his life.
2. To give the student the depth of knowledge in a discipline that will enable him to enter a graduate or professional school or that will provide him with the proper foundations for a career in government, social service, or industry.

To help achieve these objectives the program of the candidate for the Bachelor of Arts degree is divided into three categories: (1) *General Education*. He completes a series of general education requirements in the Humanities (English, music, art, language, etc.), the Social Sciences (history, political science, economics, etc.), and the Natural Sciences (biology, mathematics, geology, etc.) (2) *Area of Concentration*. He chooses one of the departmental majors available in the Humanities, Social Sciences, or Natural Sciences and develops a program in depth with the assistance of an adviser. (3) *Electives*. He takes a number of electives, in subject areas of his own choice.

Concerned primarily with intellectual growth, the curriculum in the Liberal Arts and Sciences at Clarion recognizes the individual nature of this growth and the importance of personal ideals and moral values. Consequently, the plan for the curriculum provides a framework within which each student selects his own program with counsel from a faculty adviser.

## ADMISSION AND FEES

Admission to the liberal arts and sciences program is governed by the admissions policy presented on pages 24-26 of this catalog. The fees for the liberal arts program are the same as those listed on pages 31-36.

## SCHOLARSHIP REQUIREMENTS

The scholarship requirements for students in the Liberal Arts and Sciences are identical with those for all other students at Clarion State College and are summarized on pages 27-29.

## THE CURRICULUM

### Semester Hours Credit Required for Graduation—128

#### GENERAL EDUCATION

The following general requirements must be met by all candidates for the Bachelor of Arts degree regardless of their area of concentration:

1. English Composition: 6 credits

English 111

English 112

2. Foreign Language: 14 credits

French, German, Russian, or Spanish 151, 152, 251, 252.

This requirement may also be met in whole or part:

- a. By an adequate score on the S.A.T. Language Achievement Examination, as determined by the Foreign Language Department. *Credit is not granted for exemptions made as a result of this examination.*

- b. By passing French, German, Russian, or Spanish 252.

3. Health and Physical Education: 4 credits

4. Humanities: 15 credits

The following requirement applies only to students whose area of concentration is the Social Sciences or the Natural Sciences and Mathematics. Students in the Humanities must meet the requirements listed on page .

- a. A minimum of 3 credits in each of the following fields, with at least 6 credits in one of them: English and Philosophy.

- b. A total of 6 credits in the Fine Arts, including 3 credits from at least two of the following fields: Art, Music, Speech, and Theater.

5. Natural Sciences and Mathematics: 15 credits

The following requirement applies only to students whose area of concentration is the Humanities or Social Sciences. Students in the Natural Sciences and Mathematics must meet the requirements listed on page .

- a. Three credits in Mathematics of Logic.

- b. Twelve additional credits chosen from the following fields, with at least 6 credits in one of them: Astronomy, Biology, Chemistry, Geology, Mathematics, Physical Geography, Physical Science, and Physics.

6. Social Sciences: 15 credits

The following requirement applies only to students whose area of concentration is the Humanities or the Natural Sciences and Mathematics. Students in the Social Sciences must meet the requirements listed on pages 87-89.



- a. Six credits in History.
- b. Three credits in Economics.
- c. Three credits in Political Science.
- d. Three credits in one of the following fields: Anthropology, Psychology, or Sociology.

## MAJORS IN THE HUMANITIES

The program for the Bachelor of Arts degree with a major in one of the areas of the Humanities combines a broad requirement in general education with advanced study in at least one of the following disciplines: English, foreign languages, music, philosophy, speech, and theater arts.

In general, the fields within this area are concerned with two things. First, they are concerned with the fundamental purposes, beliefs, and ideals which underlie all human experience and bind it together. The student, therefore, becomes acquainted in depth with the intellectual endeavors, the aesthetic expressions, and the moral strivings that have defined human experience. Second, the Humanities are concerned with aiding the student to acquire the skills, sensitivities, and canons of taste essential to appraising, judging, and creating within his field.

## THE PROGRAM

### A. Area Requirements

**STUDENTS MUST COMPLETE A MINIMUM OF 54 CREDITS IN THE HUMANITIES, NOT COUNTING THE 6 CREDIT REQUIREMENT IN ENGLISH COMPOSITION AND THE 14 CREDIT REQUIREMENT IN FOREIGN LANGUAGES TAKEN BY ALL LIBERAL ARTS STUDENTS.**

Students who elect to concentrate in the Humanities are required to take a minimum of 15 credits in general education within the humanities. All of the following fields, except the one which the student has chosen for major emphasis, must be represented: art, English, music, philosophy, and speech and theater arts.

### B. Majors

Within the Humanities a student may major in one of the following fields. Since the courses are those recommended by the department involved, variations from the listed pattern should be made in consultation with a departmental adviser.

Art

39 credits

Required: Art 112, 113, 236, 237, 238, 239

Strongly recommended:

Two of these: Art 232, 233, 300, 316.

Five of these: Art 234, 235, 301, 311, 312, 315, Phil. 354, Psy. 458.

## English

36 credits

Required: English 213, 251, 252

Strongly recommended:

Two of these: English 255, 353, 453, 455.

Two of these: English 256, 354, 454.

Three of these, two of which must be in American Literature: English 257, 261, 262, 263, 355.

Two of these: English 451, 452, 457, 458, 459.

## Foreign Languages

30 credits

French, German, Russian, and Spanish. Required for all languages: 251, 252, 255, 256, 351. (Note that 151 and 152 do not count toward the major). A minimum of 15 additional credits elected from courses numbered 350 and above.

Strongly recommended: English 457, 458; Speech 312.

## Music

37 credits

Required: Music 135, 136, 235, 236 (Theory of Music I-IV, 16 credits) Music 151, 152, 251, 252 (History and Literature of Music I-IV, 12 credits). The remaining 9 credits are distributed among applied music (6 credits) and an elective (3 credits) to be chosen in consultation with a departmental adviser. Participation in a musical organization, without credit, is required for a minimum of six semesters.

## Philosophy

27 credits

Required: Philosophy 111, 211, 212, 255, 256, 450. The remaining 9 credits are electives, which should be chosen in consultation with a departmental adviser. Philosophy 352 and 353 are recommended as electives.

## Speech

36 credits

Required of all students regardless of concentration within the department, four of the following: Speech 113, 251, 253, 256, 354. Concentrations: *Public Address*. Speech 114, 264. Three of the following: Speech 311, 411, 412, 451. Speech electives: 11 credits. *General Speech*. 6 credits in each of the following areas: public address, oral interpretation, and theater (speech science may be substituted for one of the areas). Speech electives: 6 credits.

## Theater

39 credits

Required: Speech 253, 254, 352, 359, 362, English 353 (Shakespeare), Philosophy 354 (Aesthetics). Electives: 18 credits to

be taken by students in consultation with a departmental adviser.

#### Area Major

39 credits

Instead of majoring in a specific subject field within the Humanities, a student may choose to complete area requirements by taking a minimum of 39 additional credits distributed in the following fields: art, English, foreign languages, music, philosophy, speech and theater arts.

#### C. Electives

The number of credits in free electives available to a student majoring in the Humanities will vary from program to program. The student should choose his elective courses with the assistance of a faculty adviser.

## MAJORS IN THE NATURAL SCIENCES AND MATHEMATICS

The program for a Bachelor of Arts degree with a major in one of the areas of the Natural Sciences and Mathematics combines a broad requirement in general education with advanced study in biology, chemistry, earth science, mathematics, and physics.

The natural sciences are concerned with describing, explaining, and predicting events in the natural world. Work taken in the area is, for the most part, quite specialized, each field having developed a broad body of cumulative knowledge and procedures that are rigorous and analytical. Extensive work taken in the sciences, however, brings the student into contact with both mathematics and some of the other fields in this area. Consequently, students who elect to concentrate in the Natural Sciences and Mathematics should strive both for deep comprehension in a particular field and for an understanding of the problems, procedures, and results of related fields.

## THE PROGRAM

#### A. Area Requirements

**STUDENTS MUST COMPLETE A MINIMUM OF 54 CREDITS IN THE NATURAL SCIENCES AND MATHEMATICS.**

The language requirement for students majoring in this area should be met in French or German.

All students who major in the Natural Sciences and Mathematics must arrange their programs so that each of the following fields is represented: biology, chemistry, earth science, mathematics, and physics.

## B. Majors

Within the Natural Sciences and Mathematics a student may major in one of the following subject fields. Variations from the listed patterns should be made only in consultation with departmental advisers.

Note: Because of the important sequential nature of the programs in this area, the student should consult with a departmental adviser at his earliest opportunity to be assured of developing the proper pattern.

### Biological Sciences 29 credits

Students may elect a program in one of the following specialized areas: Physiological Biology, Structural and Developmental Biology, Environmental Biology; or they may plan a general program.

Required biology courses for all students: Biology 153, 154, 201, 202, 203. The remaining credits to be chosen from approved electives.

Required supplementary courses: Mathematics 171; Chemistry 153, 154, 254; Physics 251, 252.

### Chemistry 35 credits

Required: Chemistry 151, 152, 251, 252, 352, 355, 356, 357, 461, and 470. Required mathematics courses: 171, 172, 271, 272. Required physics courses: 251, 252 or 258, 259. German is the recommended foreign language. Chemistry majors who hope to proceed to graduate school are advised to elect advanced inorganic, organic, or physical chemistry; Mathematics 350 and Physics 353 are also desirable.

### Physical Geography 30 credits

Required: Geography 111, 252, 253, 258, 351, 352, 451. The remaining 9 credits to be elected from Geography 251, 254, 257, 353, 355, 356, 357, 452, 453, 455, 456, and 459. Required mathematics courses: Mathematics 171, 172.

### Mathematics 40 credits

Required: Mathematics 171, 172, 271, 272, 371, 372, 471, 472 and 12 hours of electives numbered 300 or higher.

### Physics 38 credits

Required Physics courses: Physics 258, 259, 351, 352, 353, 354 and 461.

Recommended Physics Electives: Physics 355, 356, 453, 455, 460.

Required Mathematics courses: Math 171, 172, 271, 272, 350.

Recommended Mathematics courses: Math 352, 358, 471.



Required Chemistry courses: Chemistry 153, 154.

Recommended Chemistry course: Chemistry 354.

### Area Major

Instead of choosing a specific subject field within the Natural Sciences and Mathematics for major emphasis, a student may elect an area major to complete the 54 credit area requirement. If he does, he must choose one or more courses from each of the fields in the area and a sufficient number of advanced courses in one of them to promote a scholarly interest in the field.

### C. Electives.

The number of credits in free electives available to a student majoring in the Natural Sciences and Mathematics will vary from program to program. Students should choose their elective courses with the assistance of a faculty adviser.

## MAJORS IN THE SOCIAL SCIENCES

The program for a Bachelor of Arts degree with a major in one of the areas of the Social Sciences combines a broad requirement in general education with advanced study in economics, geography, history, political science, psychology, or sociology-anthropology.

The Social Sciences area of concentration is concerned with man and his social environment, with human institutions, and with the modes of procedure by which men live, work, and play together. While the various fields that comprise this area have developed methodologies that are appropriate to the groups of institutions and problems they have selected to explore, they are all so intimately related that competence in a field presupposes a deep familiarity with the area in general.

The particular fields and courses selected will depend largely on the student's interests and needs. Generally, however, each student electing to concentrate in this area should strive: (1) to develop a deep understanding of the problems, principles, and practices of one of the fields in the area; (2) to become competent in the skills that are necessary for various types of work in that field; and (3) to comprehend the interrelationship existing between that field and several others affecting it.

## THE PROGRAM

### A. Area Requirements

STUDENTS MUST EARN A MINIMUM OF 54 CREDITS IN THE SOCIAL SCIENCES.

All students electing the social science area of concentration are required to take the following courses:

Economics 211—Principles of Economics I—3 cr.

Economics 212—Principles of Economics II—3 cr.

History 111—Ancient and Medieval Civilization—3 cr.

History 112—Modern Civilization—3 cr.

History 213—The United States—3 cr.

An elective in U.S. History—3 cr.

Political Science 210—Introduction to Political Science—3 cr.

Political Science 211—American Government—3 cr.

Sociology 211—Principles of Sociology—3 cr.

One elective in Anthropology, Psychology or Sociology—3 cr.

or

Psychology 211—General Psychology—3 cr.

One elective in Psychology—3 cr.

or

Anthropology 211—Anthropology—3 cr.

One elective in Anthropology, Psychology or Sociology—3 cr.

## B. Majors

Within the Social Sciences a student may emphasize any of the following fields. At his earliest opportunity, the student should consult with an adviser to plan a departmental program which will best fit his interest and needs.

Economics 30 credits

Required: Economics 211, 212 as prerequisites to all other economics courses. The remaining 24 credits are elective.

Geography 30 credits

Required: Geography 111, 251, 257, 259, 354, 356, 454. The remaining 9 credits to be elected from Geography 254, 355, 357, 452, 453, and 459. Although not required, the following courses are strongly recommended: Geography 252, 258, 352, 353; Mathematics 171.

History 30 credits

Required: History 111, 112, 213, and a 3 credit elective in U.S. History. The remaining 18 credits are history electives. Of these, 12 credits must be taken in courses on the 300 and 400 levels.

Political Science 24 credits

Required: Political Science 210, 211. The remaining 18 credits are political science electives.

Psychology 30 credits  
Required: Psychology 211, 251, and 451. The remaining 21 credits are psychology electives to be chosen with the assistance of a faculty member in psychology. Strongly recommended supplementary courses: Biology 153, 154, Mathematics 151, 152 or 171, Sociology 211, 351 and other sociology courses.

Note: Psychology 222 (Educational Psychology) may not be counted toward a major in Psychology.

Sociology-Anthropology 24 credits  
Required: Sociology 211. The remaining 21 credits are sociology and/or anthropology electives. If a student wishes to concentrate in anthropology, he must take Anthropology 211.

Area Major 24 credits  
Instead of majoring in a specific subject field within the Social Sciences, a student may choose to complete area requirements by taking a minimum of 24 additional credits distributed in the following fields: anthropology, economics, history, political science, and sociology. The student must elect a sufficient number of courses on the 300 and 400 level to promote a scholarly interest in a field.

### C. Electives

The number of credits in free electives available to a student majoring in the Social Sciences will vary from program to program. Students should choose elective courses with the assistance of a faculty adviser.

## FREE ELECTIVES IN LIBRARY SCIENCE FOR LIBERAL ARTS STUDENTS

Regardless of their majors, all liberal arts students have a number of free electives which must be taken to complete the 128 credits required for graduation.

Students who wish to do so may elect 12 to 18 credits in library science courses as part of their free elective program. By taking the following courses, liberal arts graduates may be able to qualify as provisional librarians under the Pennsylvania Public Library Code, and they will have the prerequisite courses required to pursue a graduate degree in library science:

L.S. 257	Basic Reference Sources and Services	3 credits
L.S. 258	Selection of Library Materials	3 credits
L.S. 260	Development and Administration of Libraries	3 credits
L.S. 357	Cataloging and Classification	3 credits

An additional 6 credits may be elected in consultation with the Division of Library Science.

## PRE-PROFESSIONAL STUDY IN THE LIBERAL ARTS CURRICULUM

One of the functions of the liberal arts program is to provide pre-professional education for students who plan to enter professional and graduate schools to prepare for the traditional professions of the ministry, law, medicine, dentistry, veterinary medicine, pharmacy, and college teaching and for the newer professions in business, public administration, social service, and public education. Many professional schools are conducted only as graduate professional schools and require graduation from college as a condition of entrance. In some cases, the inclusion of specific courses in the undergraduate curriculum is also demanded. In all cases, there is a heavy emphasis on the desirability and necessity of a broad general education.

The requirements for entrance into any of the professional and graduate schools can be met within the limits of the Clarion liberal arts program. To be sure that particular requirements of courses and areas of concentration are met, each student should seek the guidance of his faculty adviser as early in his college career as possible. The student should be familiar both with the general requirements of his chosen field and with the particular requirements of the school he plans to attend. Since it is impossible to generalize very much on the subject of pre-professional courses, the following statements on each of the major areas are intended as guides.

### *Pre-Dental Studies*

A minimum of two years of pre-dental education is usually required for entrance into dental school. Three or four years are preferred and some dental schools require them. In general, the specific course requirements are the same as those of the medical schools. English, biology, physics, inorganic and organic chemistry must be included.

### *Pre-Legal Studies*

No particular course of study is required in preparation for law school. In general, the pre-law student should select courses with "intellectual content of substantial value," which "develop a cultured, well-read, thoughtful person with a keen analytical mind." The law student needs a command of written and spoken language and a broad understanding of human institutions and values. Recommended majors are English, history, or one of the social sciences.



**Law School Admission Test.** Many law schools require prospective students to take the Law School Admission Test administered several times a year by the Educational Testing Service. A bulletin of information about this test may be obtained from the Educational Testing Service, Princeton, New Jersey. The test itself consists of two parts: (1) the morning test which is designed primarily to predict success in law schools (not necessarily in law practice); and (2) the afternoon test of writing ability and general background.

### *Pre-Medical Studies*

Three or four years of undergraduate education are prerequisite to admission to medical schools. This should always include these minimums:

Inorganic Chemistry—8 semester hours.

Organic Chemistry—4 semester hours.

Physics—8 semester hours.

Biology or Zoology—8 semester hours.

English Composition and Literature—6 semester hours.

Genetics—3 semester hours.

It is recommended that the following courses should also be included: a modern foreign language, quantitative chemistry, vertebrate anatomy, psychology, philosophy, economics, and other social sciences. Beyond these subjects, students should broaden their cultural and social background with courses in other academic fields.

**Medical College Admission Test.** Many medical schools require applicants to take the Medical College Admission Test authorized by the Association of American Medical Colleges and prepared and administered by the Psychological Corporation, 304 East 45th Street, New York, New York 10017. This test is given twice each year at selected centers throughout the United States and in some foreign countries. Information about it may be secured from the Psychological Corporation. The test consists of four parts dealing with verbal ability, quantitative ability, general information (non-science fields including art, economics, geography, government, history, literature, music, philosophy, and psychology), and science concepts from basic college courses in biology, chemistry, and physics.

### *Pre-Theological Studies*

There is no fixed pattern of pre-seminary studies, but the American Association of Theological Schools recommends that students who are planning to enter theological schools should major in English, philosophy, or history and that their undergraduate programs should include these minimums:

English—literature, composition, speech, and related studies—at least 6 semesters.

History—ancient, modern, and American—at least 3 semesters.

Philosophy—orientation in history, content and method—at least 3 semesters.

Natural Sciences—preferably physics, chemistry, and biology—at least 3 semesters.

Social Sciences—psychology, sociology, economics, and political science—at least 6 semesters.

Foreign Language—one of the following: German or French—at least 4 semesters.

Religion—an introduction to the major religious traditions and theological problems in the context of the principal aspects of human culture.

### Other Requirements

1. A letter from the minister or governing body of the church of which the student is a member, stating that he is in full communion with the church, is of good character, and has the natural talent required for the ministry.
2. A transcript from the undergraduate college showing the completion of the college course and awarding of the degree by an approved college.
3. Some seminaries require the taking of a psychological test.

### *Pre-Veterinary Studies*

A minimum of two years of liberal arts education is usually required for entrance into a school of veterinary medicine. Three or four years are preferred. In general, the specific course requirements are the same as those of the medical schools. English, biology, physics, inorganic and organic chemistry must be included. Genetics, mathematics, economics, and a foreign language are often recommended.

### *Pre-Professional Studies in Pharmacy*

One year of liberal arts study is often required to enter a school of pharmacy. In such cases, English, inorganic chemistry, and mathematics are required. Students with two years of liberal arts may often obtain advanced standing if they have included biology, physics, and organic chemistry in their courses.

### *Other Types of Professional Training*

Many universities offer graduate professional programs in business administration, public administration, social work, and library service. These programs vary from one to two years in length and confer specialized master's degrees (Master of Business Administration, Master of Public Administration, Master of Social Work, Mas-

ter of Library Science) upon their successful completion. Graduates of accredited colleges with records satisfactory to the admissions officers of the professional schools are accepted. Specific majors and courses are usually not required. Specialized entrance examinations are sometimes required.

*Students interested in any of these should consult the Dean of Arts and Sciences concerning the specific requirements of their field of interest.*

# GRADUATE STUDY

## OBJECTIVES

The programs of graduate study at Clarion State College have been designed to meet the two basic needs of graduate students at the level of the master's degree. One of these needs is experienced by the professional educator who may desire to pursue graduate study as a means of improving his individual capabilities in the classroom in order to meet changing certification requirements, or as a measure of professional advancement and as a basis for continuing advanced study. This purpose is best served by a professionally oriented degree. The second of these two basic needs is that of the student in an academic discipline who wishes to advance his knowledge and skill in that discipline for personal and professional reasons or as the basis for pursuit of an advanced degree.

In order to meet the professional needs of the teacher-educator, Clarion State College offers the degrees of Master of Education (with major area fields in elementary education, in mathematics and in speech pathology) and Master of Science in Library Science. For individuals in those disciplines, Clarion State College has programs leading to the Master of Arts degree with major area fields in English and history and the Master of Science degree in biology.

The minimum program for the master's degree is thirty (30) semester hours. This requirement may vary depending on preliminary academic training and professional experience of the individual applicant.

## ADMISSIONS

To qualify for regular admissions to graduate study the applicant must fulfill the following requirements:

- a. An applicant must have a baccalaureate degree from a currently accredited institution. Those graduated from a non-accredited institution must make a satisfactory score on the Aptitude Section of the Graduate Record Examination.
- b. An applicant must have achieved a 2.5 quality point average (on a four-point scale) for the baccalaureate degree. An applicant with less than a 2.5 quality point average for the baccalaureate degree may be admitted to a provisional status pending satisfactory completion of six semester hours of graduate study.
- c. Applicants must meet undergraduate requirements established by their major departments.



A maximum of nine semester hours credit of acceptable graduate study completed at other accredited institutions may be transferred and applied toward the minimum residence requirement for the master's degree.

Application forms and additional information concerning admission procedures may be obtained by writing to:

Dean of Graduate Studies  
Clarion State College  
Clarion, Pennsylvania 16214

#### FEEs FOR GRADUATE STUDY (Subject to Change Without Notice)

Application fee (non-refundable)	\$10.00
Basic fee per semester hour of credit for Pennsylvania residents	20.00
Basic fee per semester hour of credit for out-of-state students	25.00
Minimum basic fee for Pennsylvania residents	60.00
Minimum basic fee for out-of-state students	75.00

### PROGRAMS

#### MASTER OF EDUCATION IN ELEMENTARY EDUCATION

##### GENERAL EDUCATION 3 credits

Courses from related areas such as biology, English, history, mathematics, and physical science carrying graduate credit may be selected under advisement.

##### REQUIRED PROFESSIONAL EDUCATION 6 credits

Education 520: Introduction to Research is required of all candidates. In addition, at least one of the following courses must be included in the program:

- Education 525: Psychology of Education
- Education 526: Sociology of Education
- Education 527: Statistics in Education
- Education 528: Philosophy of Education

##### SPECIALIZED PROFESSIONAL EDUCATION 12 credits

##### RELATED SUBJECT MATTER 9 credits

## MASTER OF EDUCATION IN MATHEMATICS

### GENERAL EDUCATION

0-6 credits

Courses from related subject areas which carry graduate credit may be selected under advisement.

### PROFESSIONAL EDUCATION

3-6 credits

One of the following courses must be included in the candidate's program. An additional course may be elected with departmental approval.

Education 520: Introduction to Research

Education 525: Psychology of Education

Education 526: Sociology of Education

Education 527: Statistics of Education

Education 528: Philosophy of Education

### REQUIRED COURSES IN MATHEMATICS

9 credits

Mathematics 553: Functions of a Real Variable I

Mathematics 561: Abstract Algebra I

Mathematics 590: Introduction to Research in  
Mathematics and Mathematics  
Education

### ELECTIVES IN MATHEMATICS

12-18 credits

## MASTER OF EDUCATION IN SPEECH PATHOLOGY

### GENERAL EDUCATION

3 credits

Courses from related subject areas which carry graduate credit may be selected under advisement.

EDUCATION 520: Introduction to  
Research (required)

3 credits

### SPEECH PATHOLOGY

24 credits

SPA 500: Aphasia 3 cr.

SPA 505: Articulation 3 cr.

SPA 510: Cerebral Palsy 3 cr.

SPA 515: Cleft Palate 3 cr.

SPA 520: Language Disorders 3 cr.

SPA 525: Stuttering 3 cr.

SPA 530: Voice 3 cr.

SPA 535: Audiology 3 or 6 cr.

SPA 540: Clinical Practice 3 or 6 cr.

SPA 590: Research 3 or 6 cr.

30 credits

## MASTER OF SCIENCE IN LIBRARY SCIENCE

All candidates must meet the following prerequisite requirements or their equivalents:

- L.S. 257: Basic Reference Sources and Services
- L.S. 258: Selection of Library Materials
- L.S. 357: Cataloging and Classification

Proficiency in a modern foreign language

### REQUIRED COURSES 6 credits

- L.S. 550: Introduction to Research in Library Science
- L.S. 553: Management of Libraries

### TWO OF THE FOLLOWING COURSES 6 credits

- L.S. 556: Bibliography of the Sciences
- L.S. 557: Bibliography of the Social Sciences
- L.S. 558: Bibliography of the Humanities

OR

- L.S. 559: Advanced Reference and Reader's Advisory Service

One course elected from

L.S. 556, L.S. 557, or L.S. 558

### ELECTIVES IN AN AREA OF SPECIALIZATION 18 credits

## MASTER OF ARTS IN HISTORY

Applicants must present an undergraduate transcript from an accredited college showing 24 credits in history. If the applicant cannot meet this requirement, the department shall determine existing deficiencies. Applicants must meet departmental requirements.

Candidates for the degree will complete a minimum of 30 credits programmed as follows:

History 501: Bibliography and Research	
Methods	3 credits
Graduate Seminar	3-6 credits
Electives in History	15-24 credits
Electives in other areas	0-6 credits

Each candidate must pass a comprehensive examination in three (3) fields of history as defined below:

- United States to 1865
- United States since 1865
- Europe 1300-1815

Europe since 1815  
Medieval  
English History to 1485  
English History since 1485  
Latin America

## MASTER OF SCIENCE IN BIOLOGY

### MAJOR FIELD OF SPECIALIZATION 24-30 credits

A student may concentrate in one of four areas of biological emphasis: Physiological Biology, Structural and Developmental Biology, Environmental Biology, Genetics and Microbiology, or he may elect a general course of study.

The course listing includes:

- Biol. 401: Radiation Biology
- Biol. 451: Animal Physiology
- Biol. 452: Plant Physiology
- Biol. 460: Comparative Vertebrate Morphology
- Biol. 461: Vertebrate Embryology
- Biol. 462: Histology
- Biol. 470: Animal Ecology
- Biol. 471: Plant Ecology
- Biol. 472: Parasitology
- Biol. 490: Evolution
- Biol. 500: Graduate Seminar
- Biol. 501: Advanced Radiation Techniques
- Biol. 550: Cell Physiology
- Biol. 551: Advanced Animal Physiology
- Biol. 552: Advanced Plant Physiology
- Biol. 560: Advanced Vertebrate Morphology
- Biol. 561: Experimental Embryology
- Biol. 562: Plant Morphology
- Biol. 570: Microbial Ecology
- Biol. 571: Aquatic Community Ecology
- Biol. 572: Terrestrial Community Ecology
- Biol. 573: Limnology
- Biol. 580: Advanced Topics in Genetics
- Biol. 581: Microbial Genetics
- Biol. 582: Population Genetics
- Biol. 600: Special Problems in Biology
- Biol. 700: Research and Thesis 6 credits  
(required)



## COURSE DESCRIPTIONS

### ANTHROPOLOGY

#### ANTH. 211: ANTHROPOLOGY 3 s.h.

This course deals with the origin, diversification, and evolution of man's way of life (cultures) from extinct primitive systems to modern industrial civilizations. This course is an introduction to anthropology (the study of man) with emphasis on the nature and concept of culture. Some work is done in physical anthropology. Emphasis is placed on the simple and complex cultures of the world with specific readings in each category.

#### ANTH. 213: INTRODUCTION TO BIANTHROPOLOGY 3 s.h.

A survey study of the human species in time, place, and culture and the investigation of the factors underlying human variation.

#### ANTH. 214: PRINCIPLES OF HUMAN ECOLOGY 3 s.h.

A study of the functional inter-relationships of man and his biophysical environment.

#### ANTH. 353: ARCHAEOLOGY OF EASTERN NORTH AMERICA 3 s.h.

The course provides a detailed survey of prehistoric developments in North America east of the Mississippi from Late Pleistocene to the Colonial Period. The principal aim is to familiarize students with the prehistory of the Amerind populations in the area, including the gradual emergence of the Woodland pattern.

#### ANTH. 354: CULTURAL HISTORY OF AFRICA AND ASIA 3 s.h.

This course begins with the rise and development of Islam and includes the expansion of Arab cultures into the Middle East and North Africa, the Muslim contribution to western civilization, Arab age of discovery in the Indian Ocean, the Ottoman Empire in Asia, and Arab nationalism. The second section deals with pre-historical Africa as revealed by modern archaeology, a synopsis of African tribal cultures, the role of white explorers, and the imprint of colonialism on the modern African scene.

#### ANTH. 356: FIELD ARCHAEOLOGY 4 s.h.

This course will give undergraduate students an opportunity to participate actively in all phases of archaeology field investigation of a limited section of the Allegheny river drainage in order to determine cultural sequence, settlement patterns, population density, economy, cultural influences, technologies, and human ecology. Procedures will include reconnaissance, testing of suspected sites, site survey, controlled excavation, site mapping, interpretation and recovery of specimens, and a final site report.

#### ANTH. 357: INDIANS OF SOUTH AND CENTRAL AMERICA 3 s.h.

A survey of Indian cultures from the beginnings in the Late Pleistocene to the coming of the Conquistadores; special emphasis is placed upon culture developments, the rise of states, native agriculture, and the development of arts and crafts, including architecture and ceremonial art. Prerequisite: An introductory course in either anthropology or sociology.

#### ANTH. 358: WORLD PREHISTORY 3 s.h.

This course covers the cultural development of Man from the Lower Palaeolithic to the beginnings of urbanism in the Bronze and Iron Age. The course examines man's development in Europe, Africa, Asia, and the New World; draws comparisons between cultures; studies the diffusion of cultural traits; and summarizes recent developments in research. No prerequisite.

ANTH. 359: PRIMITIVE SCIENCE AND TECHNOLOGY 3 s.h.

This course is designed to provide a better understanding of Man's relationship with and utilization of environment. It traces the development which ultimately leads to the rise of technological societies. In investigating Man's attempts to come to an understanding of the forces around him, the course provides a survey of the history of scientific thought. Prerequisite: Soc. 211, Anth. 211.

ANTH. 360: INTRODUCTION TO FOLKLORE 3 s.h.

The course covers the main aspects of oral traditions such as folktale, legend, myth, riddle, folksong, etc., and analyzes the relationship of oral traditions to literature. The systematic study of folklore, its methods, research approaches, and related subjects are investigated. No prerequisite.

ANTH. 400: INDIVIDUAL RESEARCH 2 s.h.

Individual research, designed as an advanced course in anthropology, provides for the student's individual approach to a specific problem, defined in conference with the instructor. Regular sessions with the faculty member in charge evaluate the progress of the work and chart its direction. Students are expected to acquire research techniques in dealing with their topics. All branches of anthropology may be used to select a topic. Credit and grades will be given only if the project (term paper, survey, investigation, etc.) has been completed to the satisfaction of the project adviser and the departmental chairman. Prerequisite: Anth. 211.

ANTH. 401: INDIVIDUAL RESEARCH: ARCHAEOLOGY 2 s.h.

Individual research, designed as an advanced course in archaeology, provides for the student's individual approach to a specific problem, defined in conference with the instructor. Regular sessions with the faculty member in charge evaluate the progress of the work and chart its direction. Students are expected to acquire research techniques in dealing with their topics. All branches of archaeology may be used to select a topic. Credit and grades will be given only if the project (term paper, survey, investigation, etc.) has been completed to the satisfaction of the project adviser and the departmental chairman. Prerequisite: Anth. 211, 356.

ANTH. 402: INDIVIDUAL RESEARCH: BIOANTHROPOLOGY 2 s.h.

Individual research, designed as an advanced course in bioanthropology, provides for the student's individual approach to a specific problem, defined in conference with the instructor. Regular sessions with the faculty member in charge evaluate the progress of the work and chart its direction. Students are expected to acquire research techniques in dealing with their topics. All branches of bioanthropology may be used to select a topic. Credit and grades will be given only if the project (term paper, survey, investigation, etc.) has been completed to the satisfaction of the project adviser and the departmental chairman. Prerequisite: Anth. 211, 213 or the consent of instructor.

SUMMER ARCHAEOLOGICAL FIELD SCHOOL 7 s.h.

This six week session combines Anth. 355 and Anth. 356 into an integrated program especially designed to combine the theoretical aspects of the study of Amerind cultures with the practical field approach in archaeology. The program participates in the Upper Allegheny Archaeological Survey through excavation of selected archaeological sites. Each participant will have an opportunity to work on at least two different sites during the program.

# ART

## ART 011: ART FUNDAMENTALS

1 s.h.

A course in the fundamentals of art expression. Principles of design and their application to art products are discussed and made meaningful through studio work. Techniques and various approaches to basic skills in drawing, color, texture, form, and space are given attention.

## ART 111: THE VISUAL ARTS

3 s.h.

The great trends in the visual arts, both past and contemporary, and their relationship to society are studied. An examination of the nature of creative artistic expression is made. Emphasis is also given to the utilitarian aspects of art. These include architectural design, community art forms, products of an industrial society, and commercial uses of art. Studio experiences are provided to assist the student in forming a deeper understanding and sensitivity to all art forms.

## ART 112: HISTORY OF ART I

3 s.h.

Visual expressions of different cultures from the beginning of the Paleolithic Period to the High Renaissance are studied. Architecture, painting, sculpture, and the significant minor art forms are emphasized. The relationship to art to the many facets of man's environment are discussed.

## ART 113: HISTORY OF ART II

3 s.h.

Western and Oriental art forms from the Renaissance to the present are given careful attention. Architecture, painting, sculpture, graphics and significant minor art forms are studied. Particular emphasis is given to contemporary expression, the new movements, the ideas and technology which affect the artist as he functions in today's society.

## ART 222: TEACHING ART IN THE ELEMENTARY GRADES

2 s.h.

The place of art in the elementary public school curriculum is studied and discussed. Lectures center around the creative growth and development of the child at different age levels and the fusion of art with the life experiences of the child. Techniques of lesson planning, presentation, and classroom procedure at the elementary level are developed and utilized in actual teaching situations. Discussions, observations in schools, individual research problems, written reports, and visual materials provide broad practical experiences. Prerequisite: Art 231 or equivalent preparation.

## ART 231: STUDIO EXPERIENCES IN ART PROCESSES

2 s.h.

This is a basic course designed to develop sensitivity and insight into art media and processes. Students develop skills, imagination, and techniques to increase understandings in the visual forms. Various projects make use of crayons, chalk, tempera, watercolor, clay, sculptural media, printing techniques, and scrap material. Work is both two and three-dimensional. Prerequisite: Art 011 or equivalent preparation.

## ART 232: PAINTING I

3 s.h.

The primary aim of this course is to develop fundamental skills and expression in oil, watercolor, casein, acrylics and related two dimensional media. Emphasis is placed on design and color problems related to painting.

## ART 233: ARTS AND CRAFTS

3 s.h.

This is a course with a dual purpose. First, it is an enrichment course meant to give vital experience with the arts and crafts to any college student. Second, it is to provide sufficient knowledge and skill for teaching of



the arts and crafts in the elementary field. A great deal of freedom is given students in initiating their own projects and carrying them out. Stenciling, weaving, decorative painting, and modeling are only a few of the many offered.

**ART 234: ELEMENTARY ART WORKSHOP** 3 s.h.

A workshop designed to meet the needs of teachers in service. Emphasis is placed on newer approaches and presentations, art and other school subjects, materials, processes, and equipment used in today's elementary art program. Offered in summers only.

**ART 235: PRACTICAL PROBLEMS IN ART EDUCATION** 3 s.h.

Practical problems in art education may be and usually are varied in nature. Some students require more information regarding methods of teaching and others feel that more art techniques are desirable. Whatever the students regard as problems are considered the objectives of the course and are studied to the point where students' needs are considered satisfied.

**ART 236: COLOR AND DESIGN** 3 s.h.

A study of the basic elements of art and principles of design as they relate to two dimensional expression. Creative approaches are stressed rather than formal problems. Major attention is placed in the exploration of materials and processes. Required of all art majors under the Humanities program. Recommended for students pursuing a Field of Concentration in Art.

**ART 237: DRAWING AND COMPOSITION I** 3 s.h.

Problems in basic drawing with emphasis on technique and compositional approaches in various media. Drawing of objects, perspective and other fundamental problems are a vital part of this course. Inventive interpretations and application of creative approaches are also stressed. Required of all art majors under the Humanities program. Recommended for students pursuing a Field of Concentration in Art.

**ART 238: DRAWING AND COMPOSITION II** 3 s.h.

Drawing problems will be presented that explore the human figure as an art form using varied media. The relationships between personal, creative drawings and composition as they relate to the figure will be emphasized.

**ART 239: THREE DIMENSIONAL DESIGN** 3 s.h.

The exploration of three dimensional design possibilities to gain a fuller understanding of the elements and principles of design. The advantages and limitations of various media such as wood, metal and plaster are emphasized.

**ART 300: CERAMICS** 3 s.h.

Design and construction of clay pieces in varied techniques and approaches. Basic clay and glaze technology, hand building, throwing, turning, and firing processes.

**ART 301: ADVANCED CERAMICS** 3 s.h.

Students in Advanced Ceramics work with the technical aspects of ceramics—glaze formulation, glaze calculation; experiment with natural local clays and desired clay bodies, decorating methods, glazing, firing techniques; and pursue individual interests. The student works on an independent level investigating desired interests leading to a final individual critique of work accomplished. Prerequisite: Art 300: Ceramics.

**ART 311: GRAPHIC MEDIA AND TECHNIQUES** 3 s.h.

Broad experiences in a wide range of media and processes of graphic



expression. Both old and new approaches in lino-cuts, wood block, etching, dry point, lithography, serigraphy, and exploration with new techniques.

**ART 312: HANDICRAFTS** 3 s.h.

This course is structured to assist student development in basic craft media and processes. Attention is given to construction in varied materials, weaving, leather craft, textile work, model construction, and other related areas. The richer aspects of the plastic elements and design are emphasized.

**ART 313: CRAFTS IN THE ELEMENTARY SCHOOLS** 3 s.h.

Broad experiences with a variety of media common to today's elementary program. Commercially made and discarded materials for craft production are utilized and evaluated as to their potential and value. Source material is developed to assist in planning craft activity. A useful course for those engaged in summer playground work.

**ART 315: PAINTING II** 3 s.h.

An advanced course in use of basic, traditional painting media and experimental two dimensional media. Oil, watercolor, casein, acrylics, collage and other mixed media work. Students are encouraged to develop compositions directly from nature, imagination, and memory.

**ART 316: SCULPTURE** 3 s.h.

This course emphasizes the aesthetic, structural, and technical principles of three-dimensional form while stressing cast sculpture as a means of artistic expression. The student will experience direct control of clay, wax, plastic, wood and mixed media while carrying out the various stages of casting in bronze, lead, and aluminum.

## **BIOLOGY**

**BIOL. 111: BASIC BIOLOGICAL SCIENCE** 4 s.h.

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly.

**BIOL. 153: GENERAL BIOLOGY I** 4 s.h.

A survey of the plant and animal kingdom emphasizing structural, physiological and evolutionary relationships. Patterns of reproduction, heredity, and ecology are also considered. Two lecture and four laboratory hours weekly. Two credits only if taken following Biol. 111.

**BIOL. 154: GENERAL BIOLOGY II** 4 s.h.

A continuation of Biol. 153. These two courses are designed to provide the prospective biology major with a firm foundation for subsequent courses in the science of biology. Two hours lecture and four hours laboratory weekly. Two credits only if taken following Biol. 111.

**BIOL. 201: GENETICS** 3 s.h.

A study of the principles of inheritance in plants, animals and micro-organisms. Topics considered include: Mendelian genetics, modern genetics, the chemical basis of heredity, linkage, recombination, evolution, population genetics, and human genetics. Two lectures and three laboratory hours weekly. Prerequisites: Biol. 153 and 154 or consent of the instructor.

**BIOL. 202: ENVIRONMENTAL BIOLOGY****3 s.h.**

Interaction of organisms and their biotic and abiotic environment: population dynamics and interactions; the reality of communities; energy transfer within an ecological system; components of the ecosystem. Two lectures and three laboratory hours weekly. Prerequisites: Biol. 153 and 154 or equivalent or consent of the instructor.

**BIOL. 203: CELL BIOLOGY****3 s.h.**

Structure and function of plant and animal cells. Two lectures and three laboratory hours weekly. Prerequisites: Biol. 153, 154 and Chem. 153, 154 and 254 or their equivalents or consent of the instructor.

**BIOL. 351: FIELD BOTANY****3 s.h.**

Collection and preparation of plants using herbarium methods. Emphasis on identification of flowering plants in a variety of habitats. Alternate summers. Prerequisites: Biol. 153 and 154.

**BIOL. 352: TAXONOMY OF VASCULAR PLANTS****3 s.h.**

Systems of classification; collection and identification of flowering plants and ferns of the region; use of keys and herbarium collections. Summers only. Prerequisites: Biol. 153 and 154.

**BIOL. 353: ORNITHOLOGY****3 s.h.**

An introduction to the biology of birds. Lectures deal with internal and external adaptation for aerial travel, classification, migration, habitats, plumage changes, nesting habits, and ecologic relations. Two lectures and three laboratory or field trip hours weekly.

**BIOL. 354: ENTOMOLOGY****3 s.h.**

A general study of insects including structure, physiology, classification, economic importance and relationships. A project is required including a collection of and a report on some group of insects. Two lectures and one three-hour laboratory or field trip period weekly. Prerequisites: one year of chemistry.

**BIOL. 355: MICROBIOLOGY****4 s.h.**

A study of microorganisms including viruses, fungi and bacteria. Culturing, isolation, classification and ecology of microscopic life from air, water, soil and dairy products including beneficial and pathogenic forms. Two lectures and six laboratory hours weekly. Prerequisites: Biol. 153, 154 and Chem. 154.

**BIOL. 356: FIELD ZOOLOGY I****3 s.h.**

This course deals with the study of invertebrates in the field and includes the collecting and preserving of such forms with emphasis on taxonomy. The course meets five hours a day with two extensive field trips required. Students are encouraged to make collections for future classroom use. Given alternate summers.

**BIOL. 357: FIELD ZOOLOGY II****3 s.h.**

This course deals with vertebrate forms (with the exception of birds), emphasis being placed upon ecological importance and taxonomy of the following groups: fishes, amphibians, reptiles, and mammals. The class meets five hours a day. Given alternate summers.

**BIOL. 358: CONSERVATION OF PLANT AND ANIMAL RESOURCES****3 s.h.**

An historical account of events in plant and animal resource use and abuse, with major emphasis placed on becoming familiar with current conservation problems by seeing conservation in practice. There are approximately ten field trips: a weekend trip, half day and all day trips, and one evening trip.

**BIOL. 360: PROBLEMS IN BIOLOGY** 3 s.h.

Acquaints the student with skills and techniques used in research. Each student selects a problem for investigation and completes all phases including writing a research report. Admission by approval of the instructor.

**BIOL. 401: RADIATION BIOLOGY** 3 s.h.

A course presenting the fundamental aspects of the science of radiology with emphasis on biological applications. The topics studied are physical and genetic effects of radiation on plants and animals; radioactive fall-out and its biological consequences; applications of radioisotopes in biological research; and use of radiation sources and detectors. Prerequisite: Biol. 154.

**BIOL. 451: ANIMAL PHYSIOLOGY** 3 s.h.

Study of the comparative physiology of animals. Includes water and ion regulation, circulation, respiration, nutrition, nervous activity, endocrine functions, and responses to temperature, light, gases and pressure. Two lectures and three hours laboratory weekly. Prerequisite: Biol. 203.

**BIOL. 452: PLANT PHYSIOLOGY** 3 s.h.

Life processes and responses of plants to the environment. Synthesis, digestion, and assimilation of foods, mineral nutrition, absorption, translocation. Two lectures and three hours laboratory weekly. Prerequisite: Biol. 203.

**BIOL. 460: COMPARATIVE VERTEBRATE MORPHOLOGY** 3 s.h.

The course traces the most important trends in the evolution of basic structures in vertebrate lines, and conveys an appreciation of how the mammals came to possess the combination of characters that make this group unique. Emphasis is upon evolution and continuity of structure. Laboratory work includes comparative dissection of the dog fish shark, *Necturus*, and the cat. One lecture and two double periods of laboratory weekly. Prerequisites: Biol. 153, 154.

**BIOL. 461: VERTEBRATE EMBRYOLOGY** 3 s.h.

A study of the development of the vertebrates, including the formation of germ cells, fertilization, growth and differentiation, and the formation of tissues and organs. One lecture and two double-period laboratories. Prerequisite: Biol. 154.

**BIOL. 462: HISTOLOGY** 3 s.h.

A study of the microscopic structure of tissues comprising the organ system of animals, including man. One lecture and two double-period laboratories. Prerequisite: Biol. 154.

**BIOL. 470: ANIMAL ECOLOGY** 3 s.h.

Interrelationships of animals and their environment, including physical and biological factors. Discussions and investigations will include animal distribution, procuring food, escape from enemies, surviving climate extremes, species diversity, reproduction and community organization. Field and laboratory. Prerequisite: Biol. 202.

**BIOL. 471: PLANT ECOLOGY** 3 s.h.

A study of the structure, development, and causes of distribution of plant communities based upon individual studies of the major plants in each group. Emphasis upon plant associations in western Pennsylvania visited during the course. Given alternate summers. Prerequisite: Biol. 202.

**BIOL. 472: PARASITOLOGY** 3 s.h.

A study of parasites in relation to man and his domesticated animals. Em-

phasis is placed on morphology and life histories in addition to the ecology of the parasite. Two lectures and three laboratory hours weekly. Prerequisites: Biol. 153, 154.

## BUSINESS ADMINISTRATION

**BUS. AD. 151: FUNDAMENTALS OF ACCOUNTING I.** 3 s.h.

Methods of collecting, summarizing, and presenting financial information of a business organization.

**BUS. AD. 152: FUNDAMENTALS OF ACCOUNTING II.** 3 s.h.

Further development of accounting cycle. Elementary analysis of financial statements, inventory methods, depreciation procedures, and related subjects. Emphasis is on accounting as a tool for administrative planning and control. Prerequisite: Bus. Ad. 151.

**BUS. AD. 251: INTERMEDIATE ACCOUNTING I.** 3 s.h.

Accounting for the valuation and amortization of current assets, long-term investments, plant and equipment, intangible assets and deferred charges; accounting for current, noncurrent, contingent, and deferred liabilities. Prerequisite: Bus. Ad. 151 or permission of instructor.

**BUS. AD. 252: INTERMEDIATE ACCOUNTING II.** 3 s.h.

Accounting for the organization, financing, operation and dissolution of partnerships and corporations; principles of consignment and installment sales. Prerequisite: Bus. Ad. 251.

**BUS. AD. 351: ADMINISTRATIVE CONTROLS AND ANALYSIS** 3 s.h.

Basic consideration of cost principle, procedure, control, and analysis. Cost accounting as a "tool" of management is stressed. Prerequisites: Bus. Ad. 151-52.

**BUS. AD. 352: TAX ACCOUNTING** 3 s.h.

Theory and practice of federal income taxation. Prerequisites: Bus. Ad. 251-52.

**BUS. AD. 353: AUDITING** 3 s.h.

A study of the purposes, the ethical and legal environment, and selected techniques of auditing. Prerequisite: Bus. Ad. 152.

**BUS. AD. 361: ORGANIZATION THEORY AND METHODS** 3 s.h.

The study of human behavior in organizations; how human beings function in organizations; how organizations pursue their goals; the conditions necessary to secure effective action within organizations; and making and implementing decisions. Emphasis is placed on the methods and problems of effectively organizing persons for the achievement of objectives. Prerequisite: junior standing.

**BUS. AD. 362: THE LEGAL ENVIRONMENT** 3 s.h.

The background, importance, and role of law in society; the legal system of the United States and its workings; private property and contract in a free enterprise system; and the evolution of legal attitude toward businesses, including the changing relations between business and government. Prerequisite: sophomore standing.

**BUS. AD. 363: PRINCIPLES OF MANAGEMENT** 3 s.h.

The course covers the history of management; the planning, organizing, and controlling processes; production, financing, and marketing factors; and orientation to industrial and labor relations and personnel and supervisory



management. The emphasis is placed on the management functions and processes required for effective organization in business activity. Prerequisite: junior standing.

**BUS. AD. 364: PRINCIPLES OF MARKETING** 3 s.h.

The topics included are the role of the consumer and consumer motivation; selling and buying functions; physical distribution management; and government regulation and control in marketing. The purpose of the course is to develop an understanding of the increasing complexity of the modern marketing system, why it is essential, and how it performs. Prerequisites: Econ. 211, Econ. 212, and junior standing.

**BUS. AD. 365: FINANCIAL MANAGEMENT** 3 s.h.

A study of the theoretical and analytical framework that a financial manager can use to make decisions in a dynamic economy. Planning the need for funds, acquiring funds, and efficiently utilizing those funds are some of the topics covered. Prerequisites: Econ. 212, and Bus. Ad. 152.

**BUS. AD. 366: MARKETING MANAGEMENT** 3 s.h.

A study of coordinative effort in planning, organizing, and controlling marketing activities that direct the flow of goods and services from producer to consumer. Prerequisite: Bus. Ad. 364.

**BUS. AD. 451: GOVERNMENT ACCOUNTING** 3 s.h.

The principles of accounting for governmental units and other non-profit organizations. Prerequisites: Bus. Ad. 151-52.

**BUS. AD. 452: ACCOUNTING SEMINAR** 3 s.h.

This seminar deals with various topics and problems in the field of accounting to which adequate attention is not given in the formally organized course offerings. Students will be required to do independent work and make oral and written reports. Prerequisites: Accounting major and senior standing.

**BUS. AD. 461: MARKETING RESEARCH** 3 s.h.

The application of scientific and statistical methods and tools to the solution of marketing problems are studied. Prerequisites: Econ. 353 and Bus. Ad. 364.

**BUS. AD. 464: PERSONNEL MANAGEMENT** 3 s.h.

A detailed study of personnel problems and their relation to various personnel management principles. Case method is used. Prerequisite: Bus. Ad. 363.

**BUS. AD. 465: MARKETING PROBLEMS** 3 s.h.

A consideration by the case method of the problems facing the producer and middleman. Prerequisites: Bus. Ad. 364, Bus. Ad. 366 and senior standing.

**BUS. AD. 466: FINANCIAL PROBLEMS** 3 s.h.

A consideration by the case method of the financial problems of business firms. Prerequisite: Bus. Ad. 365.

**BUS. AD. 467: GENERAL BUSINESS SEMINAR** 3 s.h.

This seminar requires the student to synthesize what he has learned in the separate business fields and to utilize this knowledge in the analysis of complex business problems. Students will be required to do independent work and make oral and written reports. Prerequisite: General Business Administration major and senior standing.

## CHEMISTRY

### CHEM. 151: INORGANIC CHEMISTRY I

5 s.h.

This course includes a chemical study of the structure and behavior of matter. Topics stressed are experimental evidence for the structure of atoms, electronic orbitals as related to chemical bonding, the periodic law, stoichiometrical relationships in problems and reactions, oxidation and reduction, gas laws, ionization, acids and bases.

### CHEM. 152: INORGANIC CHEMISTRY II

5 s.h.

This course continues the study of properties and uses of elements and their compounds as related to electronic structures; the study of colligative properties of solutions; and the qualitative analysis of the cations and anions. Prerequisite: Chem. 151.

### CHEM. 153: GENERAL CHEMISTRY I

4 s.h.

This course includes a chemical study of the structure and behavior of matter. Topics stressed are experimental evidence for the structure of atoms, electronic structure and bonding, chemical periodicity, gas laws, solutions and their colligative properties. The mole concept in problem solving is stressed throughout the course. The course is primarily for liberal arts students not majoring in chemistry and for biology majors. Chemistry majors should schedule Chem. 151.

### CHEM. 154: GENERAL CHEMISTRY II

4 s.h.

Chemistry 154 is sequential to Chemistry 153. Major units presented are ionization, acids, bases and salts, redox reactions, and electrochemistry. Chemical equilibrium pertaining to pH, buffer solutions, and solubility is stressed. The course is primarily for liberal arts students not majoring in chemistry and for biology majors. Chemistry majors should schedule Chem. 152. Prerequisite: Chem. 153.

### CHEM. 251: ORGANIC CHEMISTRY I

4 s.h.

The study of the nomenclature, preparation and properties of aliphatic and aromatic hydrocarbons and the reactions of the functional groups including alcohols and halides. Stereochemistry, aromaticity, reaction rates, and mechanisms. Prerequisite: Chem. 151, 152, or 153, 154.

### CHEM. 252: ORGANIC CHEMISTRY II

5 s.h.

A continuation of Chem. 251. A discussion of the reactions of functional groups and their analysis by modern instrumental methods. The laboratory includes synthesis and qualitative organic analysis. Prerequisite: Chem. 251.

### CHEM. 254: INTRODUCTORY ORGANIC CHEMISTRY

4 s.h.

A modern course which surveys the entire field of elementary organic chemistry, both aliphatic and aromatic, with emphasis on nomenclature, simple reactions and mechanisms, and the structure of organic compounds, together with their relation to biology. This course does not count toward the requirements for a major in chemistry. Prerequisites: Chem. 152 or Chem. 154.

### CHEM. 255: INDUSTRIAL CHEMISTRY

3 s.h.

This course deals with the application of theories, laws, and calculations of chemistry to industrial processes. The class work is supplemented by reading of current literature and trips to chemical industries. Prerequisites: Chem. 151, 152 or 153, 154.

CHEM. 352: TECHNIQUES AND INSTRUMENTS I 4 s.h.

An introduction to quantitative, semi-micro, physico-chemical manipulations, beginning with classical wet techniques and progressing to basic electrochemical and spectrophotometric procedures. The study of ionic equilibria and electrochemistry, begun in the first-year course, is greatly extended here. Prerequisite: Chem. 152 or 154.

CHEM. 354: PHYSICAL CHEMISTRY I 3 s.h.

An introduction to the fundamental principles of theoretical chemistry with application in the solution of problems. Prerequisites: Chem. 152; Ph. 252 or Ph. 259; Math. 272.

CHEM. 355: PHYSICAL CHEMISTRY II 3 s.h.

The rates of reactions and chemical thermodynamics form the chief topics of this course. Prerequisite: Chem. 354.

CHEM. 356: TECHNIQUES AND INSTRUMENTS II 1 s.h.

A laboratory course stressing physico-chemical measurements. Prerequisite: Chem. 354. This course will normally be taken concurrently with Chem. 355.

CHEM. 357: TECHNIQUES AND INSTRUMENTS III 2 s.h.

This course is concerned with the theory, practice, and comparative applicability of several widely differing methods for quantitative monitoring of diverse species in widely varying amounts and environments; additionally, simple laboratory skills are taught. Includes electrometric and spectrophotometric methods beyond those covered earlier, X-ray diffraction of powders, and neutron activation analysis, with training in handling of radioactive materials. Prerequisites: Chem. 352, 354; Chem. 355 concurrently, or consent of department.

CHEM. 359: ADVANCED ORGANIC CHEMISTRY 3 s.h.

A study of the essentials of stereochemistry and mechanisms of organic reactions. Emphasis is placed on correlation of structure and reactivity. Prerequisites: Chem. 252, 355.

CHEM. 361: QUALITATIVE ORGANIC ANALYSIS 3 s.h.

The systematic identification of organic compounds and mixtures using classical and instrumental methods. Prerequisite: Chem. 252.

CHEM. 453: BIOCHEMISTRY 4 s.h.

An introduction to modern cellular biochemistry. A study of the structure and chemistry of proteins and nucleic acids and the metabolic transformations of carbohydrates and lipids and protein synthesis. Prerequisite: Chem. 254 or Chem. 251.

CHEM. 455: ADVANCED PHYSICAL CHEMISTRY 3 s.h.

Spectroscopy. Statistical mechanics. Reaction mechanisms. Theory of Kinetics. Nuclear and radiation chemistry. Prerequisite: Chem. 355.

CHEM. 456: ADVANCED INORGANIC CHEMISTRY 3 s.h.

Various concepts of bonding, encountered in previous courses, are extended and compared to gain some appreciation of their uses and shortcomings. Considerable attention is given to steric relationships in many environments. The descriptive chemistry includes recently discovered compound types as well as the classical period-group-subgroup patterns of behavior. Prerequisite: Chem. 355 (may be taken concurrently) or consent of department.

CHEM. 459: DEMONSTRATIONS IN CHEMISTRY 3 s.h.

Studies are made of various demonstration techniques with students devising

and applying each with many examples. Special attention is given to the study of the material of the CHEM Study Committee of the American Chemical Society prepared for the purpose of vitalizing high school chemistry courses. Prerequisites: Chem. 151, 152, and at least one other major course.

**CHEM. 460: RADIOCHEMISTRY TECHNIQUES** 3 s.h.

A general course dealing with radioactive materials, their radiations, their preparation, purification, detection, identification; practical applications. An introduction to gamma-ray spectroscopy and health physics aspects is also included. Emphasis is placed on laboratory experiences. Prerequisites: Chem. 152 or 154; Math. 151 or equivalent.

**CHEM. 461: TECHNIQUES AND INSTRUMENTS IV** 2 s.h.

Diverse physico-chemical methods not previously covered, including such topics as polarography, photofluorimetry and nephelometry, constant-volume calorimetry, determination of dipole moment, osmometry and differential thermometry, and further radiochemical techniques. Required of all liberal arts chemistry majors. Prerequisite: Chem. 357.

**CHEM. 462: TECHNIQUES AND INSTRUMENTS V** 2 s.h.

Synthesis and characterization of one or more compounds, using skills and procedures from previous courses in this sequence, as well as appropriate additional ones included in this final laboratory course. Prerequisite: Chem. 357.

**CHEM. 465, 466: CHEMICAL RESEARCH** 1 s.h. each

An independent laboratory problem in some field of chemistry of special interest to the student. Admission only by consent of the instructor and the approval of the Department Chairman. Prerequisites: Chem. 355, 357.

**CHEM. 470: CHEMICAL LITERATURE AND SEMINAR** 1-2 s.h.

The use of scientific literature; sources of material; the literature search prior to laboratory investigation. Compilation of bibliography. Organization and writing of research reports and other technical studies. Presentation of papers and oral reports of research and technical reviews. Prerequisites: Chem. 252, 354.

## ECONOMICS

**ECON. 211: PRINCIPLES OF ECONOMICS I** 3 s.h.

Introduction to economics, national income analysis, money and banking, monetary and fiscal policy.

**ECON. 212: PRINCIPLES OF ECONOMICS II** 3 s.h.

Pricing inputs and outputs, degrees of competition, distribution, and special economic groups. Prerequisite: Econ. 211.

**ECON. 350: MICROECONOMIC THEORY** 3 s.h.

Basic concepts of microeconomic theory. The behavior of consumers, producers, and markets. Prerequisites: Econ. 211 and 212.

**ECON. 352: MACROECONOMIC THEORY** 3 s.h.

National income accounting and analysis; economic indicators and measures; fluctuations and growth; the role of money in a dynamic economy; forecasting for the economy and the firm; and problems of public policy. The objective of this course is to develop in the student an awareness of the impact of dynamic forces on economic activity in general and specifically on



the decisions which must be made by individuals and firms. Prerequisites: Econ. 211 and 212.

**ECON. 353: ELEMENTS OF STATISTICS** 3 s.h.

The collection, analysis, interpretation, and presentation of statistical data. Frequency distribution, reliability, time series, and cyclical movements are studied. Emphasis is placed on the correlation, forecasting, and index numbers of statistical nature. Prerequisite: Econ. 211.

**ECON. 354: MONEY AND BANKING** 3 s.h.

The nature of money and deposit credit, central banking, the U.S. banking system, the Federal Reserve System, the Treasury Department, and the U.S. monetary and fiscal policies make up the main part of this course. Prerequisites: Econ. 211 and 212.

**ECON. 355: INDUSTRIAL RELATIONS** 3 s.h.

A study of union history, structure, and functions in the United States economy. Collective bargaining, labor laws, and government policies toward labor are included. Management reaction to organized labor unions and related labor problems are stressed. Prerequisites: Econ. 211 and 212.

**ECON. 356: GOVERNMENT REGULATIONS** 3 s.h.

An examination of the major economic problems arising from public interest in competition, business practices, and labor. The anti-trust laws and regulations are included. Prerequisites: Econ. 211 and 212.

**ECON. 357: PUBLIC UTILITIES** 3 s.h.

An analysis of public policies and methods regarding industries with a public interest with emphasis on transportation, power, and communication. The study of legal and financial aspects of public utilities are part of this course. Prerequisites: Econ. 211 and 212.

**ECON. 358: INTERNATIONAL ECONOMIC RELATIONS** 3 s.h.

Theory and practice of international trade. Balance of payments, foreign exchange, national commercial policies, international investment, and foreign aid are considered. Prerequisites: Econ. 211 and 212.

**ECON. 359: PUBLIC FINANCE** 3 s.h.

A study of the American tax structure—federal, state, and local governments—and of the economic effects of various types of taxes and of government fiscal policy. Prerequisites: Econ. 211 and 212.

**ECON. 360: COMPARATIVE ECONOMIC SYSTEMS** 3 s.h.

Analysis of alternative patterns of economic control, planning, and market structure. Experiences under capitalism, socialism, and mixed economics are compared and evaluated. Prerequisites: Econ. 211 and 212.

**ECON. 450: MANAGERIAL ECONOMICS** 3 s.h.

The purpose of this course is to show how economic analysis can be used in formulating business policies. The topics studied are: elements of decision theory and criteria for decision-making by the firm; output and "scale" decisions; linear programming; concepts of profits, production and cost functions, equilibrium (industry and firm) competition; demand theory; pricing policies; capital budgeting and investment decisions; analysis of uncertainty; and inventory management. Prerequisites: Econ. 350, 353; Bus. Ad. 152.

**ECON. 451: BUSINESS CYCLES** 3 s.h.

Theories of business fluctuations; applications of modern income theory to business cycles; patterns of cyclical behavior and of long-term economic change. Implications for public policy. Prerequisite: Econ. 359.

## ECON. 452: HISTORY OF ECONOMIC THOUGHT

3 s.h.

This course traces the development of economic ideas from ancient times down to the present, with special emphasis on the period beginning with Adam Smith. Attention is given to the economic and political environment in which the ideas emerged and to important biographical details of some of the leading economists who advanced or held the ideas. Prerequisite: Econ. 211 and 212 and Senior standing.

## EDUCATION

### ED. 221: DEVELOPMENTAL READING

3 s.h.

A broadly based course which emphasizes improvement in rate, comprehension, reading taste, and independence in reading. Students are introduced to wide and varied sources of reading and numerous means of improvement in reading skills. Instruction in theory and an introduction to the possibilities of a supplementary mechanical program for reading improvement are included. Prerequisite: Ed. 333 or El. Ed. 323.

### ED. 223: SOCIAL FOUNDATIONS OF EDUCATION

3 s.h.

An introductory course to the social, historical, and philosophical foundations of education and to the relationship between schools and American society. Requirements and opportunities of professional careers in education are related to undergraduate and graduate programs of teacher preparation.

### ED. 224: EDUCATIONAL TESTS AND MEASUREMENT

3 s.h.

Professional techniques or educational testing procedures applied to the administration, construction, interpretation, and statistical computation of educational measurements. A first course.

### ED. 321: METHODS OF TEACHING AND EVALUATING ENGLISH

3 s.h.

This course gives consideration to the following: the place of English in the curriculum of the free public school in America; specific procedures for teaching and evaluating oral and written composition, English usage, and literature; the school-wide English program; and the administration of the school paper and the yearbook.

### ED. 322: METHODS OF TEACHING AND EVALUATING FRENCH

3 s.h.

This course includes training in phonetics as well as in teaching procedures currently considered most effective at the secondary and also the elementary levels. Prerequisite: French 251.

### ED. 323: METHODS OF TEACHING AND EVALUATING GEOGRAPHY

3 s.h.

A survey of available materials and current curricula in the field of geography form the basis for an analysis of modern techniques in the teaching of geography. Emphasis is placed on the nature, scope, and contributions of geography to general education. Time is devoted to the evaluation of recent textbooks, supplementary readers, government publication, magazines, maps, and pictures. The development of the best methods, techniques, and skills in the use of all teaching aids and in the guiding of pupils in their study is the leading objective of the course.

### ED. 324: METHODS OF TEACHING AND EVALUATING MATHEMATICS

3 s.h.

Place and function of mathematics in secondary education; content and

the improvement and evaluation of instruction in mathematics; acquaintance with current literature and research; observation in secondary schools. Prerequisite: 9 hours of college mathematics.

**ED. 326: METHODS OF TEACHING AND EVALUATING  
SOCIAL STUDIES 3 s.h.**

This course is intended to familiarize prospective teachers with desirable methods which may be used in teaching the social studies. Emphasis is placed on the philosophy, objectives, course of study, and organization of subject matter for teaching purposes, curriculum materials, procedures and development.

**ED. 327: METHODS OF TEACHING AND EVALUATING  
SPANISH 3 s.h.**

Materials, methods, and problems are covered in the teaching of Spanish on the secondary level. Observations and readings in methodology are extra-class activities.

**ED. 328: METHODS OF TEACHING AND EVALUATING  
SPEECH 3 s.h.**

A methods course designed to prepare seniors for student teaching. Consideration is given to such areas as: the place of speech in education, classroom procedures, diagnosis of speech needs, criticism of classroom speaking, evaluation of results of instruction, and supervision of extra-curricular activities. Prerequisites: 13 credits in Speech including Sp. 113.

**ED. 329: AUDIO-VISUAL COMMUNICATION 2 s.h.**

Audio-Visual Communication is the study of educational theory and practice concerned with the design and use of messages which control the learning process.

**ED. 331: METHODS OF TEACHING AND EVALUATING  
FOREIGN LANGUAGES (APPLIED LINGUISTICS) 3 s.h.**

Lectures, discussions, and extensive reading on language learning and language teaching, with an introduction to applied linguistics. Required of all foreign language education majors except those taking Ed. 322 or 327.

**ED. 332: BIOMETHODS 3 s.h.**

Modern concepts of biology teaching. An examination of the major concepts, materials, and techniques that permeate the modern biology programs and experiences in the investigatory approach to teaching biology, facilitated through laboratory, field, and simulated teaching experiences.

**ED. 333: TEACHING OF READING—SECONDARY 3 s.h.**

An overview of the physiological and psychological aspects of reading and methods applicable for group and individual instruction at the junior and senior high school levels. English majors who wish to qualify for certification in reading should schedule this course as a prerequisite to all other courses in reading. Not open to Elementary Education majors.

**ED. 334: METHODS OF TEACHING THE PHYSICAL SCIENCES 3 s.h.**

Modern concepts of chemistry, physics, and general science teaching and evaluating with emphasis on a laboratory oriented approach. The philosophy, laboratory techniques, curriculum, testing, and extra-curricular aspects of secondary school chemistry, physics, and general science teaching will be presented. Prerequisite: For secondary chemistry majors—16 s.h. in chemistry; for comprehensive science majors—16 s.h. of biology, chemistry, physics, and/or applicable geography courses; for physics majors—ten hours of physics.



**ED. 422: PROFESSIONAL PRACTICUM INCLUDING  
SCHOOL LAW**

2 s.h.

Special attention to the practical application of techniques of teaching and classroom management, comparison of techniques in specialized areas, typical problems encountered in student teaching, general principles of school law, and Pennsylvania school laws pertaining to the work of the classroom teacher. Limited to student teachers except by special arrangement.

**ED. 423, 424: LIBRARY PRACTICE AND SECONDARY  
STUDENT TEACHING**

(6, 6)—12 s.h.

Two major assignments are required: the equivalent of one-half time in public school library practice and the equivalent of one-half time in classroom academic teaching, both under the supervision of approved cooperating librarians and teachers in public school student teaching centers affiliated with the College.

**ED. 424: SECONDARY STUDENT TEACHING**

12 s.h.

Observation and participation in teaching and in activities related to the performance of a teacher's work in the area of the student's specialization. Assignments for secondary student teaching are completed at off-campus public school teaching centers associated with the College.

**ED. 426: READING PROBLEMS IN THE SECONDARY SCHOOL**

3 s.h.

The course prepares the teacher to plan corrective procedures which will eventuate the return of the student to his appropriate level of reading and comprehension in the diversified and comprehensive reading needs of the secondary school. Prerequisite: Ed. 333.

## **ELEMENTARY EDUCATION**

**EL. ED. 231: CREATIVE ACTIVITIES**

3 s.h.

Exploration of the nature and value of creativeness together with classroom opportunities for its development. Consideration of the unit of work and the guidance of children in creative learning and expression. Student participation in individual and group projects by which they demonstrate how creativeness can be fostered in the elementary school.

**EL. ED. 321: CHILD DEVELOPMENT**

3 s.h.

Acquisition of understanding and appreciation of the mental, physical, social, and emotional aspects of development. Emphasis on techniques of motivation, principles of learning, the role of individual differences, and environmental factors affecting attitudes, personalities, growth, and intellectual interests. Lectures, discussions, readings, and reports required.

**EL. ED. 232: TEACHING OF READING**

3 s.h.

An overview of the physiological and psychological aspects of reading and the materials and methods applicable for group and individual instruction in the elementary grades.

**EL. ED. 324: TEACHING OF ELEMENTARY  
SCHOOL MATHEMATICS**

3 s.h.

This course examines topics from both the "traditional" and the "modern" elementary school mathematics instructional program. Emphasis is placed upon the scope and development of the subject matter of some of the more recent programs and upon the recent psychological contributions in the area of conceptual stages, styles, and tempos related to teaching elementary school mathematics. The development and implementation of a repertoire of mathematics



teaching strategies, instructional media, and diagnostic procedures are stressed throughout the course. Prerequisite: Math. 111.

EL. ED. 325: MODERN CURRICULUM AND METHODS 5 s.h.

An integrated course coordinating theory and practice in the teaching of social studies, language arts, and health and physical education. Methods and materials applicable to unit type teaching, to the core curriculum, and to more traditional formations of the school are developed as emphasis is placed on the selection, organization, and evaluation of experiences and materials for elementary school children.

EL. ED. 326: READING PROBLEMS IN THE  
ELEMENTARY SCHOOL 3 s.h.

Provides theory and practicum for the remedy of reading and learning problems in the classroom. The diagnostic tools and methods with which to discover and correct the academic, emotional, and physical factors involved in children with specific and non-specific learning disorders in the field of reading. Prerequisite: El. Ed. 323.

EL. ED. 332: NURSERY-KINDERGARTEN EDUCATION 3 s.h.

Study of the function of pre-school and kindergarten programs in relation to the growth and development of children with a consideration of developmental and environmental influences on emotional problems. Study of the curriculum, physical environment, and such areas as music, literature, arts, science, creative expression, home-school relations, and dramatic play. Campus school experiences, directed reading, and films. Prerequisite: El. Ed. 321.

EL. ED. 422: PROFESSIONAL PRACTICUM INCLUDING  
SCHOOL LAW 2 s.h.

Problems, practices, and regulations attending student teaching professional experiences. Coordination of the student teaching program with the educational objectives of the student teaching centers. Pennsylvania school laws relevant to the work of the beginning elementary school teacher. Practical interpretations of professional ethics and the functions of professional organizations. Limited to student teachers.

EL. ED. 424: ELEMENTARY STUDENT TEACHING 12 s.h.

Observation and participation in teaching and in activities related to the performance of a teacher's work. The semester's program is divided into two student teaching assignments involving experience at two grade levels. Most assignments for elementary student teaching are completed at public school off-campus student teaching centers associated with the College.

EL. ED. 423, 424: LIBRARY PRACTICE AND ELEMENTARY  
STUDENT TEACHING (6, 6)—12 s.h.

Observation and participation in teaching and in activities related to the performance of a teacher's work. The semester's program is divided into two student teaching assignments involving experience at one grade level and an elementary school library. Most assignments for elementary student teaching are completed at public school off-campus student teaching centers associated with the College.

## ENGLISH

ENG. 111: COMPOSITION I 3 s.h.

This course emphasizes the development of practical skills in expository writing through writing experiences and the study and analysis of prose

models. When necessary, remedial work is done in punctuation, basic grammar, and spelling. A grade of C must be earned in Composition I before Composition II may be scheduled.

#### ENG. 112: COMPOSITION II

3 s.h.

English 112 is a logical extension of English III, offering further practice in effective writing. Stress is placed on the organization of various types of expression through reading, discussion, and interpretation of selected literature. Emphasis is also placed on the research paper and related skills. Prerequisite: Grade of C or above in Eng. 111.

#### ENG. 213: INTRODUCTION TO LITERATURE

3 s.h.

As an introduction to literature, this course is designed to provide opportunities for extensive reading which will familiarize students with the development of human thought as it has found expression in the recognized literary masterpieces of all times and peoples.

#### ENG. 251: ENGLISH LITERATURE

3 s.h.

The course in English Literature is a survey of the literature of England beginning with *Beowulf* and moving through each literary and historical period. Representative selections from the recognized great in the literature of England are read. Emphasis is placed on the influence the history of the country has had upon its literature.

#### ENG. 252: AMERICAN LITERATURE

3 s.h.

The work in American literature is a survey of the literature and the social history of America. Samples of significant work from American writers are studied.

#### ENG. 253: GRAMMAR AND LINGUISTICS

3 s.h.

The course is devoted, first, to an intensive study of formal English grammar and, second, to an introduction to transformational grammar.

#### ENG. 254: AMERICAN PROSE

3 s.h.

The course in American prose considers both fiction and nonfiction work representative of American thinking and writing. Attention is given to social, political, and intellectual background related to selections studied.

#### ENG. 255: PRE-SHAKESPEARIAN LITERATURE

3 s.h.

This course is a study of the development of literature in England prior to 1600. Particularly treated are *Beowulf*, the Arthurian epics, Chaucer, Spenser, and the medieval drama.

#### ENG. 256: SEVENTEENTH CENTURY LITERATURE

3 s.h.

The course consists of study of John Milton and other important writers such as Bunyan, Walton, Donne, and various Cavalier and Puritan poets. The relation of the literature to the social, religious, and political history of the century is emphasized.

#### ENG. 257: THE NOVEL TO 1870

3 s.h.

The development of the novel in English as a major literary form is traced from its beginning in the mid-eighteenth century to Hardy and Twain through the reading and analysis of representative novels.

#### ENG. 258: SHORT STORY

3 s.h.

The work of this course consists of lectures on the historical development of the short story followed by an intensive study of representative types. Class work is supplemented by extensive individual reading.

**ENG. 259: JOURNALISM****3 s.h.**

A survey which provides theory and practice for all students who are interested in writing and other forms of journalism. Class contact with professional journalists and actual situations aids in bridging the gap between textbook theory and actual journalism practice.

**ENG. 261: THE ROMANTIC MOVEMENT IN  
AMERICAN LITERATURE****3 s.h.**

This course is the study of a selected group of writers to illustrate their contributions to American art and thought and their relations with the development of Romanticism in the first half of the nineteenth century. Emphasis is given to Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. Prerequisite: Eng. 252.

**ENG. 262: THE REALISTIC MOVEMENT IN  
AMERICAN LITERATURE****3 s.h.**

This course is a study of a selected group of writers to illustrate the development of realism and beginnings of naturalism in American Literature in the latter half of the nineteenth century and the first part of the twentieth century. The course concentrates on representative figures such as Clemens, Howells, Crane, James, and Norris. Prerequisite: Eng. 252.

**ENG. 263: CONTEMPORARY AMERICAN LITERATURE****3 s.h.**

This course is a study of a selected group of writers to illustrate the development of modern American Literature as a reflection of and comment upon our twentieth century experience. The course concentrates upon such representative figures as Dreiser, Lewis, Anderson, Fitzgerald, Hemingway, Dos Passos, Faulkner, Steinbeck, Frost, and Eliot.

**ENG. 291: SHORT FICTION OF THE TWENTIETH CENTURY****3 s.h.**

This course concentrates on the developments in the short story of the twentieth century. Readings are drawn from such modern writers of wide reputation as Kafka, Joyce, Faulkner, Camus, and Lagerkvist.

**ENG. 331: CHILDREN'S LITERATURE****3 s.h.**

A study of the best in children's literature, both old and new, and the age when it is most appreciated. Students are acquainted with the history of children's literature, authors, illustrators, children's periodicals, and sources available for book selection. Wide reading of children's books, story telling, and oral reading are required. Required for elementary majors.

**ENG. 351: ADVANCED COMPOSITION****3 s.h.**

Advanced composition emphasizes writing experience in critical, expository, descriptive, argumentative, and creative work through intensive study of examples, frequent papers, and critical discussion of students' work.

**ENG. 352: AMERICAN POETRY****3 s.h.**

The course is devoted to a study of the work of poets representative of American culture from the colonial period to the present.

**ENG. 353: SHAKESPEARE****3 s.h.**

The work of this course is a study of selected comedies, tragedies, and historical plays by Shakespeare, together with the social, historical, and literary background necessary for their full appreciation.

**ENG. 354: EIGHTEENTH CENTURY LITERATURE****3 s.h.**

Representative works of major Restoration and eighteenth century writers, such as Pepys, Dryden, Swift, Addison, Steele, Pope, Johnson, and Gold-



smith, are considered in relation to the social, political, and intellectual climate of age.

ENG. 355: NOVEL SINCE 1870 3 s.h.

Through lectures and discussions the course examines trends in the development of the English and American novel since 1870. Six to eight representative novels are intensively studied.

ENG. 356: ENGLISH ROMANTIC LITERATURE 3 s.h.

The major works of Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries are considered and related to the intellectual, political, and social currents of the time.

ENG. 451: CONTEMPORARY POETRY 3 s.h.

This course in contemporary poetry is devoted to consideration of representative verse published in both England and America since 1870.

ENG. 452: MODERN DRAMA 3 s.h.

A comprehensive view of the best dramatic literature of the modern American and British theater since 1890 is presented through lectures, discussion, and experiences related to the contemporary stage.

ENG. 453: CHAUCER 3 s.h.

The course is an intensive study of *The Canterbury Tales* and *Troilus and Criseyde* together with Chaucer's English and continental background.

ENG. 454: VICTORIAN LITERATURE 3 s.h.

The course in Victorian literature begins with a study of the many economic, social, religious, and political problems that disturbed nineteenth century England. The work of the major poets, essayists, and novelists is studied with particular care. Among the poets, Tennyson and Browning and the Pre-Raphaelites are given close attention. Novels representative of a half dozen of the most important fiction writers of the period are read and discussed.

ENG. 455: CRITICISM 3 s.h.

The course is a historical study of literary criticism and aesthetic theory with emphasis upon modern trends.

ENG. 456: ENGLISH HONORS SEMINAR 3 s.h.

Devoted to intensive study of selected writers and their works, the seminar is designed to offer excellent students opportunities for advanced and unusually challenging study in literature. Admission by departmental invitation.

ENG. 457: INTRODUCTION TO LINGUISTICS 3 s.h.

The course presents the essentials of descriptive, historical, comparative, and structural linguistics and demonstrates the interrelationship between linguistics and other fields such as phonetics, semantics, and foreign languages. The course offers students an opportunity to increase their functional knowledge through study of vocabulary, tools, and applications of linguistics.

ENG. 458: HISTORY OF THE ENGLISH LANGUAGE 3 s.h.

The history of the English language; a study of its origins and changes in structure, usage, pronunciation, spelling, vocabulary, and meaning.

ENG. 459: OLD ENGLISH LANGUAGE AND LITERATURE 3 s.h.

An introduction to the essentials of Old English grammar; readings in simple Old English prose and poetry.



## ENG. 460: THE CRAFT OF FICTION

3 s.h.

The course provides extensive practice in the writing of short narrative fiction. Student work is subjected to intensive group criticism. Course standards roughly approximate those of commercial fiction editors.

## FRENCH

In addition to courses listed below, students of French have an opportunity to study for a summer, a term, or an entire academic year in France and/or Canada.

### FR. 151: FRENCH I (ELEMENTARY I)

4 s.h.

Essentials of grammar, inductively presented. Emphasis on aural comprehension and oral expression, with extensive use of the language laboratory. Students may not receive credit for this course until French 152 has been successfully completed. Exceptions may be made for seniors and transfers upon the recommendation of the department head.

### FR. 152: FRENCH II (ELEMENTARY II)

4 s.h.

Continuation of French 151, with increasing emphasis on graded reading material. Prerequisite: French 151 or permission of the instructor.

### FR. 153: ELEMENTARY FRENCH CONVERSATION

3 s.h.

Conversational practice, with extensive oral drill on grammatical patterns. Designed for those students who have met the prerequisites for French 251 but are lacking in aural-oral proficiency. May be taken concurrently with French 251.

### FR. 251: FRENCH III (INTERMEDIATE I)

3 s.h.

Brief systematic review of basic grammar; graded readings, conversation and composition on everyday topics. Prerequisites: French 152 or two years of high school study and/or a satisfactory placement test score.

### FR. 252: FRENCH IV (INTERMEDIATE II)

3 s.h.

Intensive reading of selected short stories and/or other works; outside reading, with oral and/or written reports. Prerequisites: French 251; or three years of high school study and/or a satisfactory placement test score.

### FR. 255: FRENCH CIVILIZATION I

3 s.h.

A survey of French geography, history, literature, and culture designed to equip teachers with the materials and understanding necessary to the presentation of the language as a rich, meaningful, and integral part of a great civilization. Prerequisites: French 252 or four years of high school study and/or a satisfactory placement test score.

### FR. 256: FRENCH CIVILIZATION II

3 s.h.

Continuation of French 255, which is prerequisite. These two courses are required of all majors.

### FR. 351: ADVANCED FRENCH GRAMMAR AND COMPOSITION

3 s.h.

Intensive oral and written drill with emphasis on finer points of grammar, colloquial, and idiomatic usage. English-to-French translation, free composition, and conversation on everyday topics. Prerequisites: French 255 and 256 or one literature course.

### FR. 353: THE MODERN FRENCH DRAMA

3 s.h.

French drama from the 1890's to the present day. Playwrights principally treated are Maeterlinck, Claudel, Cocteau, Giraudoux, Anouilh, Sartre, Camus, Beckett, and Ionesco.

- FR. 354: THE MODERN FRENCH NOVEL 3 s.h.  
A study of seven major French novelists of the 20th Century: Proust, Gide, Malraux, Mauriac, Sartre, Camus, and Bernanos.
- FR. 355: FRENCH ROMANTICISM 3 s.h.  
A study of French Romanticism from Chateaubriand to the Revolution of 1848. Major figures: Chateaubriand, Stendhal, Balzac, and Hugo.
- FR. 356: FRENCH POETRY FROM BAUDELAIRE  
TO SURREALISM 3 s.h.  
A survey of the major trends in French poetry from Baudelaire to the early 20th Century, particularly Baudelaire, Rimbaud, Verlaine, Mallarmé, and Valéry.
- FR. 357: THE FRENCH REALISTIC NOVEL 3 s.h.  
A study of French realism and naturalism from the Revolution of 1848 to 1900. Major figures: Balzac, Flaubert, Zola, and Daudet.
- FR. 358: THE LITERATURE OF THE  
AGE OF ENLIGHTENMENT 3 s.h.  
Reading of essays, drama, and fiction of the 18th Century. Major figures: Montesquieu, Voltaire, Diderot, and Rousseau.
- FR. 359: THE LITERATURE OF THE CLASSICAL AGE 3 s.h.  
Classical French philosophy, drama, and poetry: Corneille, Racine, Molière, Pascal, Descartes, La Fontaine.
- FR. 451: SUPERVISED READINGS IN FRENCH LITERATURE 3 s.h.  
As the title suggests, the course is devoted to selected readings determined in relation to the needs and interests of the individual major.

## GEOGRAPHY

- GEOG. 111: BASIC PHYSICAL GEOGRAPHY 3 s.h.  
The aim of this course is to develop a knowledge and appreciation of the elements of the physical environment and man's relationship with them. World patterns of land forms, climate, soils, vegetation, etc., are treated in conjunction with man's use of his material resources.
- GEOG. 251: ECONOMIC GEOGRAPHY 3 s.h.  
The production, distribution, and use of the basic commodities of the world; the relationship between the physical factors and economic conditions and the pattern of major occupations; world trade and trade routes, types of carriers, and commodities carried; economic landscapes in underdeveloped lands and in the Western world. Prerequisite: Geog. 111.
- GEOG. 252: PHYSICAL GEOLOGY 3 s.h.  
A study of the earth (minerals and rocks) and the processes, both constructional and destructional, which have shaped it since it was formed. Constructional processes include volcanism, mountain building, and sedimentation. Destructional processes include the erosional activity of streams, glaciers, ground water, waves, and wind. In connection with these topics, an effort is made to acquaint the student with the methods and work of geologists and with some of the research at the frontiers of geology. The course includes a field trip into local areas. No prerequisites.

**GEOG. 253: GEOMORPHOLOGY** 3 s.h.

The physical phenomena as dynamic forces affecting man: landforms, their origin, and the forces that produced them; soils, minerals, water resources and their relationship to man. Prerequisite: Geog. 252 (Geology).

**GEOG. 254: CONSERVATION OF NATURAL RESOURCES** 3 s.h.

The use and conservation of the nation's resources of water, land, forest, wildlife, minerals, power, and human resources.

**GEOG. 255: TRADE AND TRANSPORTATION** 3 s.h.

The interdependence of industries, regions, and nations and the need for efficient transportation and communication; factors influencing the type of transportation used; changes in methods of transportation: the Great Lakes-St. Lawrence Seaway, jet air service, and great circle routes. Prerequisite: Geog. 111.

**GEOG. 256: GEOGRAPHY OF PENNSYLVANIA** 3 s.h.

A regional analysis of Pennsylvania, emphasizing man's cultural and economic response to environmental factors. Special attention is given to the resources of the state, analyzing their extent, their use, the need for well directed conservation, and the regional planning program of the Commonwealth. Field trips are an integral part of the course. Prerequisite: Geog. 111.

**GEOG. 257: GEOGRAPHY OF THE UNITED STATES  
AND CANADA** 3 s.h.

A regional study of the United States and Canada, considering man's relationship to the physical factors of relief, climate, soil, vegetation, and mineral resources. Their political structures and their relationships with each other and the rest of the world are analyzed from a geographic viewpoint. Emphasis is placed on Pennsylvania's position in the regional geography of the United States and Canada. Prerequisite: Geog. 111.

**GEOG. 258: HISTORICAL GEOLOGY** 3 s.h.

The course deals with the interpretation of the record of the rocks and the geologic history of the earth with emphasis on North America. The physical history of the continent and the development of life, especially backboneed forms, are discussed. Regional geologic history is illustrated by selected areas, notably Appalachia. Prerequisite: Geog. 252 or 111.

**GEOG. 259: MAP INTERPRETATION** 3 s.h.

A broad study of maps, charts, and atlases which is designed to develop an awareness of the great variety of maps available and to promote skill in their use. Emphasis is given to understanding map characteristics and properties needed for effective map usage, projections upon which maps are commonly drawn, co-ordinates and grid systems, map scales, aerial representations of relief, and statistical data.

**GEOG. 260: MINERALOGY** 3 s.h.

The identification, uses, physical and chemical properties, occurrence, origin, and crystallography of the common minerals. Prerequisite: at least high school chemistry.

**GEOG. 261: PETROLOGY** 3 s.h.

The identification, occurrence and origin, classification, physical and chemical properties and uses of the common rocks. Includes a brief study of the important rock forming minerals. Prerequisite: Geog. 252 or Geog. 111.

**GEOG. 351: METEOROLOGY** 3 s.h.

A systematic study of the atmosphere, analyzing the laws and underlying principles of atmospheric change. Students have the opportunity to become familiar with the common weather instruments, to observe and record weather data, to read and interpret weather maps, and to consider the problems of aviation growing out of atmospheric conditions. Prerequisite: Geog. 111.

**GEOG. 352: CLIMATOLOGY** 3 s.h.

A systematic study of the climatic regions of the earth, with advantages and limitations of each for human occupancy. The physical aspects of the atmosphere and the regional characteristics of climate are investigated. This course provides a valuable background for courses in Economic Geography, Political Geography, and the regional courses of the earth's continents. Prerequisite: Geog. 111.

**GEOG. 353: DESCRIPTIVE ASTRONOMY** 3 s.h.

The motions of the earth, moon, and planets and their connotations; the nature of the sun; the instruments of the astronomer, with observations of the constellations and types of stars. Special attention is given to magnitudes, spectra, temperatures, stellar atmospheres, giant and dwarf stars, binary and variable stars, and the galaxies.

**GEOG. 354: HISTORICAL GEOGRAPHY OF  
THE UNITED STATES** 3 s.h.

The natural and cultural regions of pre-Columbian United States and the geography of settlement and regional development of the country to 1890. This course is very desirable for history majors. Prerequisite: Geog. 111.

**GEOG. 355: GEOGRAPHY OF THE SOVIET UNION** 3 s.h.

This regional study deals with Russia's location, size, surface features, climate, vegetation, soils, mineral wealth, occupations, production, transportation, and government. Russia's future production and economic and political influence are considered. Prerequisite: Geog. 111.

**GEOG. 356: GEOGRAPHY OF EUROPE** 3 s.h.

A study of European landscapes and regions which seeks to develop an understanding of the geographic basis of Europe's major economic and social problems. Emphasis is upon western Europe; the Soviet Union is not included in this course. Recommended for majors in history.

**GEOG. 357: GEOGRAPHY OF ASIA** 3 s.h.

A regional course stressing the interrelationship of the economic, social, and political life of the people with their spatial environment. Problems of over population, standards of living, natural resources, industry, and government are emphasized. The Soviet Union is not included in this course. Prerequisite: Geog. 111.

**GEOG. 451: CARTOGRAPHY I** 3 s.h.

A study of the basic concepts in map design and techniques of map construction with special emphasis on actual map compilation and drawing. The course treats the evolution of maps, types of maps and their usefulness, map scales, use of aerial photographs as a source of map data, and the kinds and uses of drafting instruments. Two lectures and three hours laboratory weekly. Prerequisite: Geog. 111.

**GEOG. 452: GEOGRAPHY OF LATIN AMERICA** 3 s.h.

A comparative study of the geographical regions of Middle and South America. Latin American relations with the United States and the rest of the



world are interpreted through an analysis of the economic, social, and cultural activities of man in relation to the physical factors of his environment. Prerequisite: Geog. 111.

**GEOG. 453: GEOGRAPHY OF AFRICA AND AUSTRALIA** 3 s.h.

A regional study of Africa, Australia, and the neighboring islands of the Pacific, showing the social and economic developments of these lands in relation to their physical environment. Their political affiliations, the geographic aspects of colonial problems, land tenure, race, and the significance of production and strategic location are considered. Prerequisite: Geog. 111.

**GEOG. 454: POLITICAL GEOGRAPHY** 3 s.h.

Geographic factors influencing the character, development, and functioning of political units, especially the national state. The internal areal structure and external relations of nation states are studied as factors of political power. Natural, cultural, and ethnic regions of political areas are brought into focus, including core areas and capitals, dependent areas and colonies, and the communication lines necessary to maintain them. Points and zones of international conflict are connected with the practice of great power politics and with problems of world peace. Recommended for majors in history and political science. Prerequisite: Geog. 111.

**GEOG. 455: CARTOGRAPHY II** 3 s.h.

Application of and experimentation with cartographic techniques, materials and procedures as related to map compilation. Problems of relief representation, mapping of quantitative data, and their relation to reproduction processes.

**GEOG. 459: FIELD GEOGRAPHY** 3 s.h.

Techniques of geographic field investigation, with practical experience in conducting geographic studies and making maps out-of-doors. Prerequisite: Geog. 259, Map Interpretation, or consent of the instructor. Offered in summer only. Enrollment limited.

## GERMAN

In addition to courses listed below, students of German have an opportunity to study for a summer, a term, or an entire academic year in Germany and/or Austria.

**GER. 151: GERMAN I (ELEMENTARY I)** 4 s.h.

Essentials of grammar, inductively presented. Emphasis on aural comprehension and oral expression, with extensive use of the language laboratory. Students may not receive credit for this course until German 152 has been successfully completed. Exceptions may be made for seniors and transfers upon the recommendation of the department head.

**GER. 152: GERMAN II (ELEMENTARY II)** 4 s.h.

Continuation of German 151, with increasing emphasis on graded reading material. Prerequisite: German 151, or permission of the instructor.

**GER. 153: ELEMENTARY GERMAN CONVERSATION** 3 s.h.

Conversational practice, with extensive oral drill of grammatical patterns. Designed for those students who have met the prerequisites for German 251 but are lacking in aural-oral proficiency. May be taken concurrently with German 251.

GER. 251: GERMAN III (INTERMEDIATE I) 3 s.h.

Brief systematic review of basic grammar; graded readings; conversation and composition on everyday topics. Prerequisites: German 152 or two years of high school study and/or a satisfactory placement test score.

GER. 252: GERMAN IV (INTERMEDIATE II) 3 s.h.

Intensive reading of selected short stories and/or other works; outside reading, with oral and/or written reports. Prerequisites: German 251 or three years of high school study and/or a satisfactory placement test score.

GER. 253: SCIENTIFIC GERMAN 2 s.h.

A study of scientific terminology and style, with extensive readings in various scientific fields. Prerequisite: German 251 or equivalent. Science and mathematics majors may substitute this course for German 252.

GER. 255: GERMANIC CIVILIZATION I 3 s.h.

A survey of German geography, history, literature and culture, designed to equip teachers with the materials and understanding necessary to the presentation of the language as a rich, meaningful and integral part of a great civilization. Prerequisites: German 252 or four years of high school study and/or a satisfactory placement test score.

GER. 256: GERMANIC CIVILIZATION II 3 s.h.

Continuation of German 255, which is prerequisite.

GER. 351: ADVANCED GERMAN GRAMMAR  
AND COMPOSITION 3 s.h.

Intensive oral and written drill, with emphasis on finer points of grammar, colloquial, and idiomatic usage. English-to-German translation, free composition, and conversation on everyday topics. Prerequisites: German 255 and 256 or one literature course.

GER. 352: SURVEY OF GERMAN LITERATURE  
THROUGH THE CLASSICAL AGE 3 s.h.

Study and discussion of the main trends of German thought and literary expression. Emphasis is placed upon the works of Goethe, Schiller, and Lessing.

GER. 353: THE MODERN GERMAN DRAMA 3 s.h.

German drama from the middle of the 19th Century to the present, covering representative writers of the Realist, Naturalist, and Expressionist movements, as well as selected contemporary writers.

GER. 354: THE MODERN GERMAN NOVEL 3 s.h.

The German novel of the last hundred years with emphasis on 20th Century writers such as Thomas Mann, Franz Werfel, Hermann Hesse, et al.

GER. 355: GERMAN ROMANTICISM 3 s.h.

The older and younger schools of German Romanticism (Jena, Berlin, and Heidelberg) with emphasis on the revival of folk poetry, and consideration of influences upon American Romanticism. Representative authors: Hölderlin, Novalis, Arnim, and Brentano.

GER. 358: CLASSICAL GERMAN LITERATURE:  
GOETHE, SCHILLER AND LESSING 3 s.h.

Goethe's *Faust* and other great works of the Golden Age of German literature.

GER. 451: SUPERVISED READINGS IN GERMAN LITERATURE 3 s.h.

The course is devoted to selected readings determined in relation to the needs and interests of the individual major.

## HEALTH AND PHYSICAL EDUCATION

The following courses are offered for fulfillment of the general education requirement for all students.

HPE 111: HEALTH EDUCATION 2 s.h.

Consideration of the physical and mental equipment of the individual and of the practical application of health knowledge in personal and community living.

HPE 131 BEGINNING SWIMMING 1 s.h.

HPE 132 INTERMEDIATE SWIMMING 1 s.h.

HPE 230 SENIOR LIFE SAVING 1 s.h.

HPE 231 ADVANCED AQUATICS FOR MEN 1 s.h.

HPE 232 ADVANCED AQUATICS FOR WOMEN 1 s.h.

HPE 233 SPRINGBOARD DIVING FOR MEN 1 s.h.

HPE 234 SPRINGBOARD DIVING FOR WOMEN 1 s.h.

HPE 235 CANOEING 1 s.h.

HPE 330 WATERSAFETY INSTRUCTOR 1 s.h.

HPE 140 ARCHERY 1 s.h.

HPE 141 BADMINTON 1 s.h.

HPE 142 BOWLING 1 s.h.

HPE 143 GOLF 1 s.h.

HPE 144 HANDBALL AND RACQUET PADDLEBALL FOR MEN 1 s.h.

HPE 145 RACQUET PADDLEBALL FOR WOMEN 1 s.h.

HPE 146 SKIING 1 s.h.

HPE 147 TENNIS 1 s.h.

HPE 148 WRESTLING AND WEIGHT TRAINING 1 s.h.

HPE 151 BASKETBALL FOR MEN 1 s.h.

HPE 152 BASKETBALL FOR WOMEN 1 s.h.

HPE 153 VOLLEYBALL FOR MEN 1 s.h.

HPE 154 VOLLEYBALL FOR WOMEN 1 s.h.

HPE 161 MODERN DANCE 1 s.h.

HPE 171 GYMNASTICS FOR MEN 1 s.h.

HPE 172 GYMNASTICS FOR WOMEN 1 s.h.

In the above activity courses basic skills and fundamental techniques are taught. Etiquette, sportsmanship, strategy, rules, and officiating are included in the course content where applicable.

HPE 181: ADAPTED PHYSICAL EDUCATION 1 s.h.

A modified or corrective physical education course for those who by reason of illness or disability are unable to participate in the more vigorous forms of physical education activities.

HPE 182: POSTURE AND BODY MECHANICS 1 s.h.

An overall analysis of the factors involved in correct posture and body mechanics with individually prescribed exercise programs to meet personal needs.

HPE 223: PHYSICAL EDUCATION FOR ELEMENTARY MAJORS 1 s.h.

A course especially designed for Elementary Majors with emphasis upon activities related to the elementary school. Required for all men and women

majoring in Elementary Education except for those students with an area of specialization in Health and Physical Education.

The following courses are offered for fulfillment of an area of specialization in Health and Physical Education for Elementary Education Majors.

HPE 112: HEALTH EDUCATION IN THE  
ELEMENTARY SCHOOL 2 s.h.

A course based on the premise that health education is not a subject but rather a way of living. Special emphasis placed upon the development of sound principles and procedures in meeting the different needs of the child in relation to the school, home, and community. Elementary health courses of study form the basic point from which each student explores content and methods for making a sound total health education program. The interrelationship of health education with all fields in the modern elementary program is a focal point of attention.

HPE 113: PRINCIPLES OF HEALTH EDUCATION AND PHYSICAL  
EDUCATION IN THE ELEMENTARY SCHOOL 2 s.h.

An orientation course designed to provide a study of Health Education and Physical Education in the Elementary School. Consideration is given to history, values, objectives, and recent emphasis.

HPE 210: ANATOMY OF LOCOMOTION 3 s.h.

A study of the human body with particular emphasis on the systems of the body necessary for movement as related to scientifically sound and practical programs of physical education.

HPE 211: PHYSIOLOGY OF EXERCISE 2 s.h.

Scientific evaluation of the effects of muscular activity upon the human organism as a whole. Application to specific problems of the Health and Physical Education program. Prerequisite: HPE 210.

HPE 224: ELEMENTARY SCHOOL ACTIVITIES I 1 s.h.

The analysis and practical application of basic movement patterns and skills. Physical fitness, exercise, stunts and tumbling, and self-testing activities are studied as a part of this course. This course is to be substituted for HPE 223 by elementary education majors selecting physical education as their area of specialization.

HPE 310: ADAPTED PHYSICAL EDUCATION  
FOR THE ELEMENTARY SCHOOL 2 s.h.

The study and application of the modified or restricted activities to be provided at all grade levels for the child who may not safely participate in the regular instructional class period.

HPE 313: ORGANIZATION AND ADMINISTRATION OF HEALTH  
EDUCATION AND PHYSICAL EDUCATION 3 s.h.

Procedures of program building in Health Education and Physical Education; curricular and extra-curricular, facilities and equipment, class procedures, and legal liability. Prerequisites: HPE 224, 324.

HPE 324: ELEMENTARY SCHOOL ACTIVITIES II 2 s.h.

Games of low organization, team games, individual and dual sports, aquatics, rhythms dance, classroom and recreational activities as they add their unique contribution to the physical and cultural development of the elementary school child. Emphasis on progression, skill development and safety for each grade level.



**HPE 325: CAMPING AND OUTDOOR RECREATION** 2 s.h.

Practical experiences in the basic skills necessary for a successful camping experience and their application for the effective organization of the elementary school camping program as it relates to and integrates with the total outdoor education movement.

**HPE 410: KINESIOLOGY** 2 s.h.

Techniques used in the analysis of bodily movement in physical activity. Prerequisite: HPE 210.

**HPE 413: CURRENT TRENDS IN HEALTH EDUCATION  
AND PHYSICAL EDUCATION** 1 s.h.

Designed to aid the mature student in identifying, analyzing, and evaluating recent developments and critical issues in Health Education, Physical Education, and Recreation.

**HPE 414: THE FIRST AID AND SAFETY** 2 s.h.

The responsibilities and duties of the teacher in the development and teaching of programs in first aid and safety that are related to the students' school and community environment. The American Red Cross Standard First Aid course will be included.

## **HISTORY**

**HIST. 111: HISTORY OF ANCIENT AND  
MEDIEVAL CIVILIZATION** 3 s.h.

The course includes a survey of prehistoric cultures, the earliest civilizations, and European Medieval civilization to 1500. Its purpose is to present a knowledge of the origins of the broad social, political, intellectual, and economic movements of the past from which the student may gain an understanding of civilization today.

**HIST. 112: HISTORY OF MODERN CIVILIZATION** 3 s.h.

A study of significant movements and events from 1500 to the present. The course emphasizes the interrelationships between cultures of various regions of the world, with major attention to the influence Western European development has exerted on other areas.

**HIST. 213: HISTORY OF THE UNITED  
STATES AND PENNSYLVANIA** 3 s.h.

A survey of United States and Pennsylvania history from the period of exploration to the present.

**HIST. 254: HISTORY OF LATIN AMERICA:  
COLONIAL PERIOD** 3 s.h.

This course surveys the development of Colonial Latin America from its discovery to 1825. The economic, social, cultural, and political aspects of native Indian, Spanish, and Portuguese civilizations in the Old and New World are given detailed attention.

**HIST. 255: HISTORY OF LATIN AMERICA:  
NATIONAL PERIOD** 3 s.h.

The main emphasis in this course is on the history of the twenty Latin American countries since 1825. The economic, social, political, and cultural development receives detailed attention. The course also surveys Latin America's international relations with emphasis on U.S.-Latin American relations.

**HIST. 256: HISTORY OF PENNSYLVANIA** 3 s.h.

A study of the founding and development of Pennsylvania from its colonial beginning to the present time. Emphasis is placed on the social, economic, and political development in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems, and the growth of Pennsylvania to a leading position in our modern industrial world.

**HIST. 257: HISTORY OF THE NEAR EAST** 3 s.h.

This survey is an area study of the early classical era by way of an advanced intensive exploration of the civilizations in the Mediterranean East and the Middle East. After an introduction to the religion of Judaism and Christianity in their political setting, the cultural contributions of the Semites, Greeks, and Romans are examined. The Islamic Age is stressed. Emphasis is placed upon modern identification of the countries that make this an explosive part of the world—Jordan, Israel, Lebanon, Iran, Iraq, Arabia, Syria, Egypt, Turkey. Their relationship to the great powers is given attention.

**HIST. 258: TRADITIONAL INDIA** 3 s.h.

Examination of the historical development of Indian Civilization from its early origins to the coming of the Europeans, with emphasis on the classical period, religion, social organizations and the arts throughout the ancient Hindu and Medieval Moslem periods.

**HIST. 259: MODERN INDIA—PAKISTAN** 3 s.h.

Rise of the British power, its political, economic and social impact; reaction to British rule; rise of Nationalism and reformist movements; social, political and economic development since 1947.

**HIST. 270: MODERN SOUTHEAST ASIA** 3 s.h.

Different systems of Western Colonial rule, with major emphasis on territorial expansion, political administration and economic patterns; reaction to alien rule, rise of nationalism, and social, economic and political problems since independence.

**HIST. 310: HISTORY OF THE ANCIENT GREEKS** 3 s.h.

The development of the Greek peoples from their first penetration into the Mediterranean Area until their governments passed under Roman administration.

**HIST. 311: HISTORY OF ROME TO A.D. 565** 3 s.h.

The History of the Romans from the context of the founding of their city, through the development of their unique concept of government and civilization during their Republic and Empire until the full emergence of the Byzantine culture.

**HIST. 320: MEDIEVAL HISTORY** 3 s.h.

A study of the Middle Ages from the fall of Rome to 1500. Prerequisite: Hist. 111 or consent of the instructor.

**HIST. 330: EUROPE DURING THE RENAISSANCE** 3 s.h.

A survey of the course of Europe's development from the thirteenth through the sixteenth centuries with emphasis on political, social, economic, and cultural trends and achievements and the problems of historical interpretation they pose.

**HIST. 335: EUROPE DURING THE REFORMATION** 3 s.h.

A survey of Europe's development during the sixteenth and seventeenth

centuries with particular attention to the role of religion and religious issues and to the interaction between religion and political, economic and cultural affairs.

**HIST. 340: HISTORY OF EUROPE FROM 1660 TO 1814** 3 s.h.

A study of the social, economic, political, religious, and cultural experiences of the European people from the Age of Louis XIV through the Napoleonic Wars.

**HIST. 345: HISTORY OF EUROPE FROM 1815 TO 1924** 3 s.h.

A study of the social, economic, political, religious, and cultural experiences of the European people from the Congress of Vienna to the death of Lenin.

**HIST. 354: CONTEMPORARY AMERICAN HISTORY** 3 s.h.

This course is a study of the development of our nation through the Progressive Era, the first Rooseveltian period, World War I, the New Freedom, the Depression, the New Deal, isolationism, World War II, the Cold War, the Korean War, nuclear diplomacy, Eisenhower Republicanism, the New Frontier of Kennedy, and the Great Society of Johnson. It includes political, social, and economic developments of the past six decades.

**HIST. 355: ECONOMIC HISTORY OF UNITED STATES** 3 s.h.

A survey of the economic history of the United States and a study of the relationship of the economic and the political and social factors in the development of America. Prerequisite: Hist. 213.

**HIST. 356: CONTEMPORARY EUROPEAN HISTORY** 3 s.h.

In this course the diplomatic background, the testing of the alliances, World War I, and the results of the Treaty of Versailles are emphasized. The various ideologies of government and economics are examined. Europe is placed in its proper setting of world significance.

**HIST. 357: HISTORY OF ENGLAND TO 1689** 3 s.h.

A comprehensive course in the History of England to the time of the Glorious Revolution.

**HIST. 358: HISTORY OF ENGLAND SINCE 1689** 3 s.h.

A comprehensive course in the cultural, political, and economic history of modern England.

**HIST. 359: HISTORY OF THE AMERICAN FRONTIER** 3 s.h.

This course includes the geographic continuity in the westward expansion of United States rather than the chronological. The historical period stressed in this course is from 1607 to 1893, the period when the American frontier was in the process of developing.

**HIST. 360: COLONIAL AMERICA** 3 s.h.

A study of colonial history beginning with the European background of colonization and continuing through the American Revolution. Prerequisites: Hist. 211 or consent of the instructor.

**HIST. 361: HISTORY OF AMERICAN SCIENCE  
AND TECHNOLOGY** 3 s.h.

This course places emphasis on the historical survey of the development of American science and technology and of their effect on the growth of America's culture. America's contributions to the rest of the world along the lines of science and technology are stressed.

**HIST. 362: HISTORY OF THE AFRO-AMERICAN** 3 s.h.

A survey of Afro-American history from its African beginnings to contemporary times (1969). Special emphasis will be placed on tracing the role of the Negro in American History in order to develop a better perspective of his contribution to the American way of life. A close study will be made of the junctures of American History where the problems of the Afro-American took on new meaning in American growth. Prerequisite: History 213—the survey course in American History.

**HIST. 365: RUSSIA TO THE TWENTIETH CENTURY** 3 s.h.

Russia's development from the early centuries of the Christian era to the present century. Stress on the period beginning with the reign of Peter the Great with special attention to the nineteenth and early twentieth centuries as background for the Soviet period.

**HIST. 366: RUSSIA IN THE TWENTIETH CENTURY** 3 s.h.

Russia's development in the twentieth century with major attention to Communism in theory and practice and emphasis on the role of the Soviet Union in world affairs.

**HIST. 367: LATIN AMERICA AND ITS  
WORLD RELATIONSHIPS** 3 s.h.

This course is a survey of Latin America's interrelationships with other world areas. It includes Latin America's place in the world politics, its position in the international economic sphere, and its society and culture in a world context. Special emphasis is placed on U. S.—Latin American relations.

**HIST. 400: CONTEMPORARY ASIA SINCE THE  
FIRST WORLD WAR** 3 s.h.

An advanced elective course on the political and socio-economic changes in contemporary Asia and the emergence of free States, with particular emphasis on attempts to create stable democratic regimes.

**HIST. 452: DIPLOMATIC HISTORY OF UNITED STATES** 3 s.h.

A study of American diplomatic history from 1789 to the present. The course traces the development of major foreign policies and studies the national and international factors which influence and determine these policies. Prerequisite: Hist. 213.

**HIST. 453: TWENTIETH CENTURY WORLD HISTORY** 3 s.h.

The significance of events in the present century is brought out in this course by a study of the growth of capitalism, imperialism, totalitarianism, international jealousies, World Wars I and II, and the attempt of the family of nations to find world peace through international understanding.

**HIST. 454: THE BRITISH EMPIRE AND  
COMMONWEALTH OF NATIONS** 3 s.h.

An advanced elective course on the formation and career of the British Commonwealth.

**HIST. 455: THE CULTURE OF EUROPE  
(EDUCATIONAL TOUR)** 6 s.h.

Recent history and government of selected countries of Europe is stressed. Emphasis is placed upon England, Holland, Germany, Switzerland, Italy, and France as the educational tour develops into the foreign study program. In alternate years the countries of the Balkans, Greece and Turkey, and the countries of Scandinavia, Finland, Sweden, Denmark, and Norway are emphasized. English and German literature, the art and architecture of the Ren-



aissance in Northern Italy, and the agricultural-industrial economy in France receive intensive study. Geographical bases of cultural developments are noted. Recent developments in science, politics, and economics receive attention. The main term paper stems from a problem or project or discovery as observed by each student. This paper is due within 60 days upon the ending of the summer session class abroad.

**HIST. 456: SOCIETY AND THOUGHT IN AMERICA TO 1865** 3 s.h.

The development of society and thought during the colonial and middle periods of American history. Prerequisite: Hist. 213 or consent of the instructor.

**HIST. 457: SOCIETY AND THOUGHT IN AMERICA SINCE 1865** 3 s.h.

The development of society and thought during the modern period of American history. Prerequisite: Hist. 213 or consent of the instructor.

**HIST. 458: ENGLISH CONSTITUTIONAL HISTORY** 3 s.h.

A consideration of Constitutional government in England from the beginning of English history to the present. The study of governmental powers, political and judicial process, and the relationship of liberty and authority to the individual living under the government is included.

## LIBRARY SCIENCE

**L.S. 255: HISTORY OF BOOKS AND LIBRARIES** 2 s.h.

Survey of the role and function of libraries as educational institutions in our society, including contributions of books and libraries. Emphasis on issues and trends today. History of printing, the alphabet, early writing, art of illustrating, and book production.

**L.S. 256: ADMINISTRATION OF SCHOOL LIBRARIES** 3 s.h.

Study of the objectives and functions of the school library with emphasis on the instructional materials center concept. Technical and administrative procedures; budget preparation; personnel; space and equipment needs; acquisition, preparation, and circulation of materials (all forms); maintenance of the collection; standards for evaluation of school libraries; relations with other school libraries and the public library. Developing a functional school library program.

**L.S. 257: BASIC REFERENCE SOURCES AND SERVICES** 3 s.h.

Emphasis on the approaches to locating information; criteria for selection of reference materials; examination of reviewing media for new reference aids; and organization of reference service. Study of a selected list of reference works. (Recommended as an elective for non-library science students.)

**L.S. 258: SELECTION OF LIBRARY MATERIALS** 3 s.h.

Familiarity with basic bibliographical tools in the field, including current reviewing media. Structure of the publishing industry, major publishers, editions, and series. Analysis of materials in relation to the needs, interests, and ability level of children and young people. Establishment of policies and criteria for the selection and evaluation of book and non-book materials. Development of a professional collection for the school. Prerequisite to L.S. 358, Library Materials for Children, and L.S. 356, Library Materials for Young People.

**L.S. 259: ART FOR LIBRARIANS** 1 s.h.

Development of basic skills and understanding of art and its relationship to good library procedures. Provides practical studio work in the elements

of graphic expression, lettering, display and exhibition work, publicity techniques, layout, poster making, printing, book jacket design, book-binding, and related craft activities.

**L.S. 260: DEVELOPMENT AND ADMINISTRATION OF LIBRARIES**

3 s.h.

The development of the library as an institution, the concept of a philosophy of librarianship, general principles of administration and their application to the organization and management of different types of libraries. Problems and practices with respect to a library's function, staff, collections, and building. Open to liberal arts students only.

**L.S. 356: LIBRARY MATERIALS FOR YOUNG PEOPLE**

3 s.h.

Survey of young people's literature and related materials, including study of the classics. Amplification and refinement of the principles of selection and evaluation of books, periodicals, and other materials for young people. Reading guidance for this age group with attention to special groups, such as the gifted and retarded reader. Development of general and subject bibliographies, preparation of annotations. Techniques of developing book talks and book reviews. Prerequisite: L.S. 258.

**L.S. 357: CATALOGING AND CLASSIFICATION**

3 s.h.

Acquisition, organization, preservation, and circulation of print and non-print materials for effective service. Principles and methods of descriptive cataloging, the structure and application of the Dewey Decimal Classification, Sears subject headings, Rue-LaPlante subject headings, and the use of printed cards. Utilization of work simplification techniques where applicable. Maintenance of library catalogs—shelf list, divided and unified catalog, the printed book catalog. Preparation of a practice card catalog.

**L.S. 358: LIBRARY MATERIALS FOR CHILDREN**

3 s.h.

Survey of children's literature and related materials. Amplification and refinement of the principles of selection and evaluation of books, periodicals, and other materials for children. Reading guidance for this age group with attention to materials for special groups. Development of general and subject bibliographies, preparation of annotations. Techniques of storytelling and the selection of materials for the story-hour. Prerequisite: L.S. 258.

**L.S. 359: CURRICULUM ENRICHMENT**

3 s.h.

Planning for the effective use of library services and materials (all forms) supportive of the school's curriculum. Includes examining school library philosophies and specific objectives of public school systems; developing guidelines for the preparation of a course of study for the library program incorporating desirable library study skills and attitudes for grades K-12. Gaining experience in the preparation of purposeful lesson plans with supportive activities and resources for instructional use with children and young people. Culminating activities which re-examine the role of the librarian as (1) curriculum worker, (2) media specialist, (3) library administrator, (4) teacher, (5) advisor and stimulator of reading activities for boys and girls. Prerequisites: L.S. 256, 257, 258, and 356 or 358.

**L.S. 455: NON-BOOK MATERIALS AS LIBRARY RESOURCES**

3 s.h.

Selection, acquisition, organization, storage, and maintenance of non-book materials in libraries and system-wide materials centers. Emphasis is given to those media increasingly important to library collections: motion pictures, filmstrips, slides, transparencies, microforms, disc and tape recordings, pictures (art and study prints), maps, and programmed instructional materials.

Methods of instruction in the use of such materials are studied. Some materials are heard and/or viewed and evaluated. Prerequisites: L.S. 256, 258, 357.

L.S. 457: INDEPENDENT STUDY SEMINAR 1-3 s.h.

Opportunity for a student to explore in depth a facet of librarianship according to his interest or need under the direction of a faculty member of the department. Special area to be approved by a faculty committee. Development of research techniques, a scholarly paper, or a special project.

L.S. 432: COLLOQUIUM no credit

A series of library visits, lectures, discussions, film demonstrations, etc., presented by members of the staff and visiting lecturers. Required of all students in library science above the freshman level.

## MATHEMATICS

MATH. 111: BASIC MATHEMATICS FOR  
ELEMENTARY TEACHERS 3 s.h.

Structure of the real number system. Elementary set theory. Open to elementary education majors only.

MATH. 112: BASIC MATHEMATICS 3 s.h.

An introduction to some of the basic concepts of contemporary algebra. Topics include: sets, numbers, language of algebra, equations and inequalities, exponents, radicals, relations and functions.

MATH. 131, 132: MATHEMATICS FOR BUSINESS  
AND ECONOMICS I, II 3 s.h. each

An introduction to the language and operating techniques for using quantitative measures and administrative controls in business and economics. Prerequisite: two years of high school mathematics.

MATH. 151: COLLEGE ALGEBRA 3 s.h.

Polynomials, equations and inequalities, exponents and radicals, logarithms. Prerequisite: 1 year of high school algebra and 1 year of high school geometry.

MATH. 152: TRIGONOMETRY 3 s.h.

Properties of trigonometric functions and their inverses.

MATH. 171: COLLEGE ALGEBRA AND TRIGONOMETRY 4 s.h.

Review of high school algebra, inequalities, analytic trigonometry, logarithms, elementary theory of equations, complex numbers, and mathematical induction. Prerequisite: 2 years of high school mathematics.

MATH. 172: CALCULUS WITH ANALYTIC GEOMETRY I 4 s.h.

Elementary analytic geometry, limits, continuity, differentiability. Prerequisite: Math. 171.

MATH. 211: MODERN CONCEPTS OF MATHEMATICS FOR  
ELEMENTARY TEACHERS 3 s.h.

Real number system, introduction to elementary abstract algebra, set theory. Open to elementary education majors only. Prerequisite: Math. 111.

MATH. 212: GEOMETRY FOR ELEMENTARY TEACHERS 3 s.h.

An intuitive overview of geometry; axiomatic structure of geometry; basic constructions, proofs. Open to elementary education majors only. Prerequisite: Math. 111.



- MATH. 221: ELEMENTS OF STATISTICS** 3 s.h.  
Basic principles and methods of statistical analysis useful in the social sciences, biology, and education, designed specifically for students not majoring in mathematics. (Not open to mathematics majors.)
- MATH. 271: CALCULUS WITH ANALYTIC GEOMETRY II** 4 s.h.  
Review of limits, definition of Riemann integral and applications. Integration techniques, topics in analytic geometry. Prerequisite: Math. 172.
- MATH. 272: CALCULUS WITH ANALYTIC GEOMETRY III** 4 s.h.  
Basic properties of limits, continuous and differentiable functions. Sequences, series, solid analytic geometry, functions of several variables, multiple integrals. Prerequisite: Math. 271.
- MATH. 350: ORDINARY DIFFERENTIAL EQUATIONS** 3 s.h.  
First order differential equations. Linear differential equations of higher order; systems of differential equations. Series methods. Prerequisite: Math. 272.
- MATH. 352: PROBABILITY** 3 s.h.  
Basic concepts of elementary probability; probability in finite sample spaces, conditional probability; independent trials; sophisticated counting; probability in relation to random variables. Prerequisite: Math. 272.
- MATH. 355: HISTORY OF MATHEMATICS** 3 s.h.  
Study of the growth of mathematics through the centuries and the men who contributed to it. Prerequisite: Math. 272.
- MATH. 357: MODERN GEOMETRY** 3 s.h.  
Axiomatic treatment of topics in geometry. Prerequisite: Math. 272.
- MATH. 358: COMPUTER PRINCIPLES I** 3 s.h.  
Beginning course in computer programming. Includes introduction to the operation of the computer; fundamental concepts of programming, including SPS (Symbolic Programming System). Emphasis is placed on writing and "debugging" programs.
- MATH. 359: COMPUTER PRINCIPLES II** 3 s.h.  
Advanced course in SPS Programming. Emphasis is placed on writing and analyzing programs. Prerequisite: Math. 358.
- MATH. 371, 372: MODERN ALGEBRA I, II** 3 s.h. each  
An introduction to groups, rings, integral domains, fields, and elementary linear algebra. Prerequisite: Math. 272.
- MATH. 454: THEORY OF NUMBERS** 3 s.h.  
Properties of integers; divisibility; congruences. Prerequisite: Math. 272.
- MATH. 456: MATHEMATICAL STATISTICS** 3 s.h.  
Mathematical expectation; discrete and continuous random variables; probability densities; sampling distributions; point estimations; interval estimation; tests of hypotheses; regression and correlation; analysis of variation; moment-generating functions. Prerequisites: Math. 352 and 272.
- MATH. 471, 472: ADVANCED CALCULUS I, II** 3 s.h. each  
Limits, continuity, differentiability, integrability and convergence for functions of a real variable and of several variables. Prerequisite: Math. 272.
- MATH. 473: ELEMENTARY TOPOLOGY** 3 s.h.  
Topological spaces, metric spaces, compactness, connectedness. Prerequisite: Math. 272.



MATH. 490, 491, 492: HONORS SEMINAR I, II, III 1 s.h. each  
Selected topics in mathematics. Open only to students selected by the departmental seminar committee.

## MUSIC

MUS. 111: INTRODUCTION TO MUSIC 3 s.h.

An introductory course designed to provide a basic orientation to the understanding of music. Use is made of recordings, concerts, and other media. Required of all teacher education students except Elementary Education majors and Music Education majors. No prerequisite courses or special abilities required.

MUS. 131: LITERATURE AND MATERIALS OF MUSIC I  
(ELEMENTARY) 3 s.h.

The basic vocabulary of music fundamentals: notation, scale structures, intervals, triads and seventh chords, rhythm and meter, phrase and cadence, overtone series, modulation, introductory study of two-and-three part forms, etc. No prerequisite.

MUS. 132: LITERATURE AND MATERIALS OF MUSIC II  
(ELEMENTARY) 3 s.h.

A study of recent methods and materials for teaching music in the elementary grades. Emphasis on development of reading ability. Includes drills in sight-singing and melodic dictation. Also includes an introduction to music of various historical periods and styles. Prerequisite: Music 131.

MUS. 135: THEORY OF MUSIC I 4 s.h.

Review of fundamentals: notation, scales, key signatures, intervals, chord structures, etc. Introduction to harmony: voice ranges, function of primary triads, cadences, voice leading, harmonizing melodies with I, IV, V. Ear training: pitch, rhythm, timbres. Sight singing: structure of the phrase, multiple-phrase sentences, folk song. Introduction to rhythmic, melodic, and harmonic dictation. For music majors or by permission.

MUS. 136: THEORY OF MUSIC II 4 s.h.

Continuation of Theory of Music I. Further aspects of harmony: first inversion, secondary triads, embellishing tones, root movements, second inversion, etc. Introduction to formal analysis (phrase relationships), harmonic and melodic analysis. Introduction to composition: simple formal structures. Further development of ear training, sight singing, and dictation. For music majors or by permission. Prerequisite: Music 135.

MUS. 151: HISTORY AND LITERATURE OF MUSIC I  
ANTIQUITY TO 1600 3 s.h.

Music before the Middle Ages: Greece, Rome, Byzantium. Medieval music: Gregorian Chant, secular forms. Early polyphony; music of the 13th century. Ars Nova in France and Italy. English and Burgundian schools: Burgundian Chanson, motet, Mass. Renaissance music: social conditions; Netherlands Chanson, motet, Mass; Venetian, French, German, Spanish, and English music of the Renaissance. The Late Renaissance: Lutheran Chorale; Psalter; Anglican Church music; Palestrina, Victoria, Di Lasso, Byrd. English keyboard music; Gabrieli and instrumental music. For music majors or by permission.

MUS. 152: HISTORY AND LITERATURE OF MUSIC II  
BAROQUE AND CLASSIC: 1600-1800 3 s.h.

Comparison of Renaissance and Baroque music; Early Baroque in Italy;

Early and Middle Baroque in Northern countries; Middle Baroque in Italy; French music under absolutism; English music during Commonwealth and Restoration; Late Baroque in Italy and France; fusion and co-ordination of national styles; social conditions; Rococo; the Viennese classic period; style and form in Viennese classic music: Haydn, Mozart. For Music majors, or by permission. Prerequisite: Music 151.

#### MUSICAL ORGANIZATION CATALOG NUMBERS

MUS. 153: CONCERT CHOIR	0 s.h.
MUS. 154: MADRIGAL SINGERS	0 s.h.
MUS. 155: ORCHESTRA	0 s.h.
MUS. 156: CONCERT BAND	0 s.h.
MUS. 157: MARCHING BAND	0 s.h.
MUS. 158: CHAMBER MUSIC ENSEMBLE	0 s.h.
MUS. 159: LABORATORY BAND	0 s.h.

Comprehensive study of various schools and styles of jazz through performance, utilizing a jazz ensemble of approximately twenty-five instrumentalists selected on the basis of playing ability. Performance literature includes representative works for large jazz band ranging from styles of the 1930's to the present, with emphasis on recent trends in composition and arranging. Members receive instruction and guidance in principles of improvisation, composition and arranging, and interpretation.

#### APPLIED MUSIC

Individual instruction in voice, piano, strings, woodwinds, and brass. Stress is placed on the development of an attitude of artistic maturity on the part of the student, and upon artistic performance at all levels of proficiency. Admission by audition and permission of instructor only. Prerequisite: Mus. 131 or equivalent background. Course numbers are listed below.

MUS. 160: PIANO (CLASS)	1 s.h.
MUS. 161: PIANO	1 s.h.
MUS. 162: VOICE (CLASS)	1 s.h.
MUS. 163: VOICE	1 s.h.
MUS. 164: VIOLIN, VIOLA	1 s.h.
MUS. 165: CELLO, STRING BASS	1 s.h.
MUS. 166: FLUTE, OBOE, SAXOPHONE	1 s.h.
MUS. 167: CLARINET, BASSOON	1 s.h.
MUS. 168: TRUMPET, FRENCH HORN, BARITONE HORN	1 s.h.
MUS. 169: TROMBONE, TUBA	1 s.h.
MUS. 170: PERCUSSION	1 s.h.

MUS. 231: TEACHING MUSIC CREATIVELY	3 s.h.
-------------------------------------	--------

The various activities of the elementary music program (singing, listening, reading, moving, and playing of instruments) are approached through creative and experimental techniques which permit the child to learn with the body, mind, spirit, and through his whole personality. Each phrase of the program should emerge as a vital creative activity.

MUS. 232: KEYBOARD SKILLS FOR ELEMENTARY TEACHERS	3 s.h.
---	--------

Various styles of accompaniment for rote playing or sight reading of classroom and community songs. Emphasis upon the development of technical skills, reading facility, and memorization.

MUS. 233: SONG LITERATURE FOR ELEMENTARY TEACHERS	3 s.h.
---	--------

A further study of the materials used in music education in the elementary

school, including songs suitable for rote teaching or for reading, folk songs from various countries, and appropriate art songs. Emphasis on the development of the singing voice and the achievement of vocal command of representative song literature.

**MUS. 235: THEORY OF MUSIC III**

4 s.h.

Continuation of Theory of Music II. Further aspects of harmony: dominant seventh, suspension, other seventh chords, dominant ninth and thirteenth, secondary dominants, diatonic modulation. Melodic analysis: plain chant to folk song, melodic and rhythmic features of motives, continuation of formal and harmonic analysis. Further experience in composition: melodic rhythm, harmonic generation of melody, considerations of vocal music. More complex formal structures: art song, sonata-legato form, rondo form. Introduction to counterpoint in two parts. Advanced ear training, sight singing, and dictation. For Music majors or by permission. Prerequisite: Music 136.

**MUS. 236: THEORY OF MUSIC IV**

4 s.h.

Introduction to chromatic harmony, chromatic modulation. Musical analysis of scores: choir, band, orchestra, chamber music (formal, melodic rhythmic, harmonic, and contrapuntal analysis). Composition: techniques of variation. Formal investigation of fugue. Counterpoint in three parts. Advanced experience in ear training, sight singing, and dictation. For Music majors or by permission. Prerequisite: Music 235.

**MUS. 251: HISTORY AND LITERATURE OF MUSIC III.**

**BEETHOVEN, AND THE ROMANTIC PERIOD: 1800-1890**

3 s.h.

Beethoven: life and character; Beethoven's music. Romanticism: historical perspective; social conditions; painting and literature. Vocal music; instrumental music; opera and music drama. The national schools: Russia; Bohemia; Scandinavia; France; England; Spain; American music. For Music majors, or by permission. Prerequisite: Music 152.

**MUS. 252: HISTORY AND LITERATURE OF MUSIC IV.**

**CONTEMPORARY MUSIC: 1890 TO THE PRESENT**

3 s.h.

The late romantics impressionism; Stravinsky; Bartok; Hindemith; neoclassicists; nationalists; Soviet realism; new romantics; 12-tone composers; expressionism; serial music; Schoenberg; Berg; Webern; etc.; experimentalists, electronic music; Stockhausen, Boulez, etc. American music from the late 19th century to the present. For Music majors, or by permission. Prerequisite: Music 251.

**MUS. 253: BASIC HARMONY FOR ELEMENTARY TEACHERS**

3 s.h.

Aspects of chord connection and voice-leading in four-part writing. Primary and secondary triads and their inversions; seventh chords; nonharmonic tones; simple modulation. Harmonic analysis of representative musical examples to determine creative practices of composers of various periods. Prerequisite: Music 131 or equivalent musical background.

**MUS. 255: EAR TRAINING AND SIGHT SINGING**

3 s.h.

Training and practice in melodic, rhythmic, and harmonic dictation to develop ability to identify, understand, and write what is heard. Emphasis on singing at sight from a score and on aural analysis of melody and harmony. Prerequisite: Music 131.

**MUS. 256: KEYBOARD HARMONY**

1 s.h.

A practical application at the keyboard of the essentials of harmony, designed to help the student develop a sense of good chord progression and to master extempore keyboard harmonization, transposition, and improvisation. Prerequisite: Music 131 or 135, plus 2 semesters of applied piano.



**MUS. 257: HISTORY OF MUSIC I****3 s.h.**

A study of western music from its origins in ancient Egyptian, Chinese, Hebrew, and Greek cultures through the development of plainsong and polyphony to Haydn and Mozart. Analysis of styles and techniques employed by various composers and of concurrent trends in the other arts.

**MUS. 258: HISTORY OF MUSIC II****3 s.h.**

A continuation of Music 257. A detailed study of music through listening and score analysis from Beethoven to the present, emphasizing development and experimentation in technique throughout the twentieth century. Music 257 desirable but not required.

**MUS. 259: BAND AND ORCHESTRA INSTRUMENTS****3 s.h.**

The construction, tone quality, range, and special uses of each instrument in solo capacity or as part of the orchestra or band. Practical work includes learning to play and to demonstrate the various instruments, with emphasis on fundamental techniques.

**INSTRUMENTAL TECHNIQUES**

This sequence of courses is designed to acquaint the music education major with a basic knowledge of the instruments commonly used in bands and orchestras. Sufficient technique must be developed by each student to enable him to introduce these instruments successfully to beginners in elementary or secondary school instrumental programs. Includes proper methods of tone production, fingerings, bowing techniques, embouchure and breath control, selection and purchase of instruments for school use, care and maintenance of instruments, selection, care, and adjustment of reeds or strings, storage of instruments, methods used in instruction of the instrument, and historical aspects of each family of instruments. For Music majors or by permission.

**MUS. 261: INSTRUMENTAL TECHNIQUES I: VIOLIN, VIOLA****1 s.h.****MUS. 262: INSTRUMENTAL TECHNIQUES II: CELLO,  
STRING BASS****1 s.h.****MUS. 263: INSTRUMENTAL TECHNIQUES III: FLUTE, OBOE,  
SAXOPHONE****1 s.h.****MUS. 264: INSTRUMENTAL TECHNIQUES IV: CLARINET,  
BASSOON****1 s.h.****MUS. 265: INSTRUMENTAL TECHNIQUES V: TRUMPET,  
FRENCH HORN****1 s.h.****MUS. 266: INSTRUMENTAL TECHNIQUES VI: TROMBONE,  
TUBA****1 s.h.****MUS. 267: INSTRUMENTAL TECHNIQUES VII: PERCUSSION****1 s.h.****MUS. 333: ELEMENTARY MUSIC METHODS****3 s.h.**

The role of music in the elementary school; the roles of the classroom teacher, the music specialist, and the music consultant. Plans, attitudes, and problems in teaching music; curriculum development. Evaluation of musical experience and growth in primary, intermediate, and upper elementary grades. Music reading as an integral part of the total music program. Musical growth and experience in singing, part-singing, listening, instrumental and rhythmic activities. Emphasis on development of ability to use the voice effectively in teaching and on the thorough familiarity with music series texts, use of keyboard, rhythmic instruments, recordings, and new developments in teaching aids. Supervised teaching experience. For Music majors only. Prerequisites: Music 135, 136.



**MUS. 334: JUNIOR HIGH AND SECONDARY MUSIC METHODS** 3 s.h.

A critical study of the entire intermediate and secondary school music program: academic, vocal, and instrumental. Curriculum planning, motivation, evaluation, selection of materials and texts, audio visual aids, and effective teaching methods for the general music course and for elective courses in theory, history, and appreciation of music. Particular attention will be given to the organization and development of both large and small vocal and instrumental groups: recruitment; selection of repertoire; performance levels; music rehearsal rooms and facilities; public performance and public relations. For Music majors only. Prerequisites: Music 135, 136.

**MUS. 351: KEYBOARD LITERATURE** 3 s.h.

A comprehensive survey of keyboard music from the Renaissance to the present. Representative works from each period will be selected for careful study and analysis, with emphasis on performance practices as well as formal and stylistic elements in the music. Includes the development of various keyboard instruments. Prerequisite: Music 251, 252, or permission of instructor.

**MUS. 352: SYMPHONIC LITERATURE** 3 s.h.

An intensive study of orchestral music from the Baroque period to the present, using scores, live performances, and recordings with particular reference to performance practices and stylistic analysis. Prerequisites: Mus. 251, 252, or permission of instructor.

**MUS. 353: CHAMBER MUSIC LITERATURE** 3 s.h.

An intensive study of music written for small ensembles from the Renaissance period to the present. Representative works from each period will be selected for careful investigation and analysis. Performance by members of the class or by faculty groups will be used wherever possible. Prerequisite: Mus. 251, 252, or permission of instructor.

**MUS. 355: OPERATIC LITERATURE** 3 s.h.

A comprehensive survey of the entire field of operatic music from 1600 to the present, including 17th century Baroque opera; 18th century operatic reforms (Gluck and Mozart); opera in the 19th century (Verdi, Wagner, Strauss, and Puccini); 20th century trends in opera (Stravinsky, Berg, Britten, Menotti, etc.). Prerequisites: Mus. 251, 252, or permission of instructor.

**MUS. 356: CHORAL LITERATURE** 3 s.h.

A comprehensive survey of choral music from the fifteenth century to the present with emphasis on masses, motets, and madrigals of the Renaissance period; oratorios, cantatas, and passions of the Baroque period; major choral works of Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Verdi and Brahms; choral works of the twentieth century. Prerequisites: Mus. 251, 252, or permission of instructor.

**MUS. 357: BAND LITERATURE** 3 s.h.

A comprehensive survey of the available published and recorded literature for marching, military, and concert bands, symphonic wind ensembles, and woodwind and brass chamber ensembles including transcriptions and arrangements; major publishers in the field; evaluation of various editions; and also a study of the principal trends of instrumental pedagogy, repertoire, and performance. Prerequisites: Mus. 131, 132.

**MUS. 361: PIANO TEACHING METHODS AND MATERIALS** 3 s.h.

A comprehensive survey of modern piano teaching methods and available published teaching materials. Emphasis will be placed on the teaching of notation and the development of reading skills; the teaching of keyboard tech-

niques through an understanding of the player's physical mechanism and the coordination of timing and touch; problems of fingering, pedaling, and memorization. Evaluation of materials for beginning students; easier teaching pieces by the great composers; anthologies; appropriate music for the intermediate student, leading to a more advanced technique and musicianship and to acquaintance with a wide range of composers and musical styles. Prerequisites: Music 151, 152; or Music 131 and permission of the instructor.

**MUS. 362: INSTRUMENTAL METHODS** 2 s.h.

Principles and procedures of organizing and conducting instrumental classes, bands, and orchestras in the public schools. Examination and use of texts, methods, and other materials. For Music majors or by permission.

**MUS. 363: VOCAL METHODS** 2 s.h.

Principles and procedures of organizing and conducting vocal classes and choral ensembles in the public schools. Vocal techniques, tone production, proper vowel placement, proper focus of tone, diction, diaphragmatic breathing, and investigation of choral literature. For Music majors or by permission.

**MUS. 364: COMPOSITION** 3 s.h.

A study of the nature of the musical idea and of the various possibilities of its subsequent development, including canonic or fugal treatment, motivic development, and variational procedures. A review of traditional structural plans and of contemporary formal and stylistic trends. Creative assignments emphasize the understanding of past and present compositional styles and techniques and the gradual development of a personal language. Prerequisites: Mus. 135, 136, or permission of instructor.

**MUS. 365: CONDUCTING I** 2 s.h.

Designed to develop skilled baton technique and clarity of gesture, effective rehearsal techniques, understanding of performance problems involving tonal balance, tempo, complex rhythmic situations, especially as related to intermediate and secondary school bands, choral groups, and orchestras. Traditional and modern beat patterns; expressive gestures; cues and development of left hand; fermata; etc. Study of choral, band, and orchestral scores; problems of interpretation and rehearsal; performance preparation. For Music majors or by permission.

**MUS. 366: CONDUCTING II** 2 s.h.

Continuation of Conducting I with emphasis on mastery of technique; special emphasis on problems of instrumental and vocal groups in junior and senior high school. Prerequisite: Music 365. For Music majors or by permission.

**MUS. 367: ORCHESTRATION** 2 s.h.

Basic principles of clear instrumental organization and tonal interest, related to the size of the instrumental group. Ranges and registers of the instruments; transposition; bowing and phrasing; phrasing for woodwind instruments; possibilities and limitations. Texture, timbre, dynamics, principles of tonal interest: contrast of timbre; instrumental motion; blend. Structural values: design; overlapping of choirs; "light and shade." Orchestral types: Baroque; classic; modern; chamber. For Music majors or by permission.

**MUS. 368: BAND ARRANGING** 3 s.h.

A study of instrumentation and scoring problems in marching, military, and concert bands, symphonic wind ensembles, and woodwind and brass chamber ensembles. Emphasis on score layout and notation, copying and multiple reproduction of parts, copyright implications, and knowledge of effective combination of instrumental sounds. Prerequisites: Music 131, 261 (or equivalent background) and permission of instructor.

MUS. 451: ADVANCED ORCHESTRAL CONDUCTING 3 s.h.

A study of selected works from band, choral, and orchestral literature with particular reference to performance problems involving tonal balance, tempi, complex, rhythmic and polymetric situations, vocal intonations, and diction. Conducting experience with band, choir and/or madrigal singers, and orchestra in rehearsal. Emphasis on a thorough understanding of the musical score and on effective rehearsal techniques. Prerequisites: Music 355, 366, or by permission.

## PHILOSOPHY

PHIL. 111: ELEMENTARY LOGIC 3 s.h.

Principles of correct reasoning; principles of deductive and inductive inference and scientific method; use and misuse of language in reasoning.

PHIL. 112: SYMBOLIC LOGIC 3 s.h.

A study of the essential elements of symbolic logic including Boolean expansions, truth tables (symbolic proofs), the logic of relation, quantification rules, the properties of deductive systems, and propositional calculus. Special attention is given to the theoretical contributions of Carnap, Quine, and Russell. Prerequisite: Phil. 111.

PHIL. 211: INTRODUCTION TO PHILOSOPHY 3 s.h.

Inquiry into the persistent problems of philosophy, primarily those concerning man, nature and God. Prerequisite: sophomore standing.

PHIL. 212: ETHICS 3 s.h.

Examination of the problems of value and moral standards with a view toward developing an appreciation of the nature of the moral life. Prerequisite: sophomore standing.

PHIL. 255: HISTORY OF PHILOSOPHY I 3 s.h.

Thinkers from the Ancient Greeks up to the Renaissance, with special attention to Plato, Aristotle, Augustine, and Aquinas. Prerequisite: sophomore standing.

PHIL. 256: HISTORY OF PHILOSOPHY II 3 s.h.

Thinkers from the Renaissance to the 19th Century, with special attention to Descartes, Spinoza, Hume, Kant, and Hegel. Prerequisite: Philosophy 211 or 255.

PHIL. 350: PHILOSOPHY OF RELIGION 3 s.h.

Inquiry into the nature and validity of religious knowledge; the nature and existence of God; the nature of man and human destiny. Prerequisite: 3 credit hours in Philosophy.

PHIL. 352: EPISTEMOLOGY 3 s.h.

Concepts and problems involved in the appraisal of certain types of human knowledge: perception, knowledge and belief, and truth. Prerequisite: 6 credit hours in Philosophy.

PHIL. 353: METAPHYSICS 3 s.h.

Inquiry into some of the fundamental philosophical concepts: being substance, matter, mind, and God. Prerequisite: 6 credit hours in Philosophy.

PHIL. 354: AESTHETICS 3 s.h.

Study of some of the aesthetic theories from Plato to the present; nature of the aesthetic experience; principles of criticism in literature and the arts. Prerequisite: 3 credit hours in Philosophy.



PHIL. 355: PHILOSOPHY OF SCIENCE 3 s.h.

Methods and procedures of reliable knowledge in the formal, natural, and social sciences. Prerequisite: 3 credit hours in Philosophy.

PHIL. 356: ORIENTAL PHILOSOPHY 3 s.h.

Significant contributions to philosophical and religious thought in the Near East, India, China, and Japan. Prerequisite: 3 credit hours in Philosophy.

PHIL. 450: CONTEMPORARY PHILOSOPHY 3 s.h.

Movements since the later half of the 19th century: Naturalism, Dialectical Materialism, Positivism, and Existentialism. Prerequisite: Phil. 256.

## PHYSICS

PH. 251: GENERAL PHYSICS I 4 s.h.

This is a general course in mechanics, heat and sound. Topics studied include the mechanics of solids, liquids, gases, thermometry, calorimetry, heat transference, and the production and nature of sound waves including musical sound. Designed for non-physics majors. Prerequisite: Math. 152 or Math. 171.

PH. 252: GENERAL PHYSICS II 4 s.h.

This is a continuation of Ph. 251, a general course in electricity, magnetism, light, and atomic physics. Topics discussed include general concepts of magnetism, electrostatics, electrical circuits, alternating currents, optical instruments, reflection, refraction, interference, spectra, and some basic concepts of atomic structure. Designed for non-physics majors. Prerequisite: Ph. 251.

PH. 258: INTRODUCTORY PHYSICS I 5 s.h.

This is an introductory physics course designed for physics majors. The course includes mechanics, heat, and sound. Mathematics 271 should be taken concurrently.

PH. 259: INTRODUCTORY PHYSICS II 5 s.h.

This is a continuation of Ph. 258, an introductory physics course designed for physics majors. This course includes electricity, magnetism, light, and atomic physics. Mathematics 272 should be taken concurrently. Prerequisite: Ph. 258.

PH. 351: MECHANICS 4 s.h.

This is an intermediate course in mechanics of solids, liquids, and gases. Studies are made of rectilinear and circular motion, work and energy, impulse and momentum, and oscillations. Prerequisites: Ph. 252 or 259; Math. 272; and it is recommended that Math. 350 be taken prior to or concurrently.

PH. 352: ELECTRICITY AND MAGNETISM 4 s.h.

An intermediate course in Electricity and Magnetism. Vector analysis techniques are used in studying various areas of electrostatics, and considerable emphasis is placed on A.C. circuit theory. Maxwell's Equations for the electromagnetic field are derived. Prerequisites: Ph. 252 or 259; Math. 272; and it is recommended that Math. 350 be taken prior to or concurrently with Ph. 352.

PH. 353: ATOMIC PHYSICS 4 s.h.

An intermediate course in the structure of the atom. The emphasis is on the electronic structure of the atom, including the Bohr theory, quantum theory, and vector model. Optical and X-Ray spectra and the special theory of relativity are among the topics studied. Prerequisites: Ph. 252 or 259; Math. 272.



**PH. 354: OPTICS**

4 s.h.

This is an intermediate course in geometrical and physical optics. Topics include studies of thin lenses, thick lenses, interference, diffraction, polarization, color theory, and the study of spectra. Prerequisites: Ph. 252 or 259; Math. 272.

**PH. 355: NUCLEAR PHYSICS**

4 s.h.

An introduction to the experimental and theoretical study of the atomic nucleus. Topics include natural and artificial radioactivity, decay schemes, nuclear reactions, nuclear energy levels, nuclear models, and instrumentation. Prerequisites: Ph. 353; Math. 272.

**PH. 356: HEAT**

3 s.h.

This is an intermediate course in heat. The basic concepts and principles are developed more intensively in the study of properties of gases and in thermodynamics. Some of the specific topics studied are temperature measurements, thermal expansion, specific heat, thermal conductivity of solids and liquids, thermal properties of gases, change in phase, and heat engines. Prerequisite: Ph. 252 or 259; Math. 272.

**PH. 357: INTRODUCTION TO THE THEORY  
OF THE SOLID STATE**

3 s.h.

The course will include the study of two- and three-dimensional space groups, Miller indices, crystalline structure of various types, X-ray diffraction, lattice vibrations, Einstein and Debye theories of heat capacity of solids, the free electron model transport properties of the electron gas, heat capacity of conduction electrons, Fermi-Dirac distribution law, and the transport properties of metal. Prerequisite: Physics 353.

**PH. 453: PHYSICAL MEASUREMENTS**

3 s.h.

This is a course in the theory and use of precision measuring devices covering most areas of physics. Experiments are devised to fit the background and major of the individual student and to exploit the best equipment from all of the special laboratories of the Physics Department. Prerequisites: one of the following: Ph. 351, 352, 353, 354 or 355.

**PH. 455: ELECTRONICS**

3 s.h.

This course includes the analysis of circuits containing passive devices: resistors, capacitors, and inductors; as well as study of active devices: vacuum tubes and transistors. The uses of these devices in communications and industry are studied. Prerequisites: Ph. 252 or 259.

**PH. 457: DEMONSTRATIONS IN PHYSICS**

3 s.h.

This course is designed for the secondary education major in physics. Preparation and performance of classroom demonstrations for use in secondary schools are stressed. Prerequisites: Ph. 252 or 259.

**PH. 460: INTRODUCTION TO MATHEMATICAL PHYSICS**

3 s.h.

This course uses the techniques of vector calculus and differential equations with occasional introduction of topics of complex variables, calculus of variations and Fourier Series to treat problems of mechanics, electricity, and other areas of physics at a level intended to prepare the physics major for graduate-level work. Prerequisites: Ph. 351, 352, 353, 354, of which two may be taken concurrently with Ph. 460; Math. 272, 452; senior standing.

**PH. 461: SEMINAR**

1 s.h.

The physics seminar consists of mastering the techniques of literature-survey and library research on specific topics, together with the preparation and presentation of formal reports of a research nature. Prerequisites: senior standing, science major.

## POLITICAL SCIENCE

### P.S. 210: INTRODUCTION TO POLITICAL SCIENCE 3 s.h.

The purpose of this course is to expose the student to some of the basic and most commonly used concepts in political science as an aid toward better understanding of and advanced study in the discipline. These concepts cover the field of government and administration, comparative government, and political theory and practice.

### P.S. 211: AMERICAN GOVERNMENT 3 s.h.

The study of the general principles of the American system of constitutional government; special emphasis is placed upon the organization and functions of the national government—legislative, executive, and judicial. The rights and duties of citizenship, the electorate, political parties, civil rights, and the growing regulatory functions of government are carefully treated.

### P.S. 351: STATE AND LOCAL GOVERNMENT 3 s.h.

This course deals mainly with a detailed study of how our state and local governments function. Emphasis is placed on Pennsylvania government and the study is implemented by a field trip to Harrisburg for a more complete observation of state government at work. Field trips are made to local borough council and neighboring council meetings when available. A detailed study of the Constitution of Pennsylvania is made with emphasis on current amendments and changes. Independent study through outside projects is one of the requirements of this course.

### P.S. 352: INTERNATIONAL RELATIONS 3 s.h.

This course emphasizes the modern economic, social, political, religious, and cultural problems that reflect their influence in the relationships of the great nations of the world. Special attention is paid to the struggle of the peoples of the world to resolve their differences through international co-operation.

### P.S. 353: INTERNATIONAL ORGANIZATION: THEORY AND PRACTICE 3 s.h.

This course is designed to afford the student an understanding of the forms and functions of the United Nations as it evolved from the League of Nations. Special reference is given to the work of the United Nations in relation to health and cultural welfare along with the more fundamental problems such as peace and war.

### P.S. 354: CONSTITUTIONAL LAW OF THE UNITED STATES 3 s.h.

A study of the development of the Constitution through the interpretations of the Supreme Court. This includes a study of the separation of governmental powers, political and judicial processes, federalism as a legal device, and the relationship of liberty and authority to the individual living under government. Prerequisite: P.S. 211.

### P.S. 355: POLITICAL PARTIES AND ELECTIONS 3 s.h.

A survey course with emphasis on the study of the electorate, pressure groups, and public opinion, nature and history of political parties, party organization, methods of nominations, and elections. Special attention is given to the place of political parties and elections as instruments of democracy and their place in the framework of Pennsylvania's government.

### P.S. 365: ANCIENT AND MEDIEVAL POLITICAL THOUGHT 3 s.h.

The development of political theory from Plato to Machiavelli.

**P.S. 366: MODERN POLITICAL THOUGHT**

3 s.h.

The development of political theory from Renaissance humanism to twentieth-century totalitarianism.

**P.S. 375: PUBLIC ADMINISTRATION**

3 s.h.

An introduction to the study of public administration with emphasis on its function in the American political process.

**P.S. 451: COMPARATIVE GOVERNMENT**

3 s.h.

In this course major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian system. Brief consideration is given to the governments of France, Italy, Germany, and Japan. Frequent comparisons and contrasts are drawn with the government of the United States. Prerequisite: P.S. 211.

**P.S. 458: ENGLISH CONSTITUTIONAL HISTORY**

3 s.h.

A consideration of constitutional government in England from the beginning of English history to the present. The study of governmental powers, political and judicial processes, and the relationships of liberty and authority to the individual living under the government is included.

## **PSYCHOLOGY**

**PSY. 211: GENERAL PSYCHOLOGY**

3 s.h.

Study is made of the general subject matter of psychology, its methods and procedures and its major findings. Areas of particular stress include genetic inheritance, development, learning, emotions and motivation, sensation and perception, and social aspects of behavior.

NOTE: Psychology 211 is a prerequisite for all of the following courses.

**PSY. 222: EDUCATIONAL PSYCHOLOGY**

3 s.h.

The application of psychological principles to education is studied. In particular, the teaching-learning process is emphasized including its correlation with problems of individual differences, maturation, psychological adjustment, and evaluation and measurement.

**PSY. 251: EXPERIMENTAL PSYCHOLOGY**

3 s.h.

This course aims to acquaint the student with psychological experimentation, particularly in the area of psychophysics. Subjects of experimentation include sensation, perception, illusions, learning, etc. Methods of psychological investigation other than experimental are also surveyed.

**PSY. 311: MENTAL HYGIENE**

3 s.h.

This course emphasizes the psychodynamics of mental health, particularly as related to the "normal" individual. Problems of personality and mechanisms of adjustment, including the origin and resolution of conflicts and the role of emotion in behavior, are studied.

**PSY. 320: HUMAN GROWTH AND DEVELOPMENT**

5 s.h.

Acquisition of understanding and appreciation of the mental, physical, social, and emotional aspects of development. Emphasis on techniques of motivation, principles of learning, the role of individual differences, the improvement of study habits, and environmental factors affecting attitudes, personalities, growth, and intellectual interests. Directed observation of children at various grade levels, lectures, discussions, readings, and reports.



**PSY. 321: PSYCHOLOGY OF ADOLESCENCE** 2 s.h.

The physical, social, psychological, and cultural bases of adolescent behavior are studied as these relate to peers, home, school, and community.

**PSY. 322: DEVELOPMENTAL PSYCHOLOGY** 3 s.h.

Study of the development of human behavior from conception through infancy, childhood, adolescence, and adulthood. Special attention is given the physical, emotional, intellectual, and social aspects of development. Note: This course does not substitute for Psy. 321 or Psy. 331, when such courses are part of a required curriculum. Credit toward major, minor, or concentration requirements will not be granted for Psy. 322 in conjunction with either Psy. 321 or 331.

**PSY. 331: CHILD PSYCHOLOGY** 3 s.h.

Developmental psychology of the child from birth through pre-adolescence is studied. Topics include the interaction of heredity and environment, personality, development, parent-child relationships, teacher- and school-child relationships, attitudes toward self and others, as well as physical, social, emotional, and intellectual development.

**PSY. 332: PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND YOUTH** 3 s.h.

This course introduces the student to the nature and characteristics of the blind, the deaf, the crippled, speech defectives, the mentally handicapped, the gifted, and the socially maladjusted. It aims to promote a functional understanding of the psychological implications of their behavior and its treatment as well as the guiding principles necessary to aid them in their learning processes.

**PSY. 333: CHILD ADJUSTMENT** 3 s.h.

This course is concerned with the study of the child's adjustment to his growing self and his environment. His emotional needs, the relationship of personal and environmental factors, his mode of adjustment, and the roles of parents, teachers, and special agencies in facilitating his adjustment are considered. Use is made of case histories, directed observations, and project work in developing techniques useful to the teacher in improving the latter's skill in working with children.

**PSY. 354: ABNORMAL PSYCHOLOGY** 3 s.h.

A survey is made in this course of the principal forms of the behavior disorders with emphasis on their etiology, diagnosis, prognosis, and treatment.

**PSY. 355: SOCIAL PSYCHOLOGY** 3 s.h.

Study is made in this course of the interpersonal relations of man and how these are affected by society's norms and values.

**PSY. 356: SYSTEMATIC PSYCHOLOGY** 3 s.h.

In this course the major theoretical systems of modern psychology are examined and critically evaluated.

**PSY. 451: QUANTITATIVE METHODS IN PSYCHOLOGY AND EDUCATION** 3 s.h.

Statistical theory is introduced in order to acquaint the student with the why, when, and how of various statistical treatments of psychological and educational data.

**PSY. 452: PHYSIOLOGICAL PSYCHOLOGY** 3 s.h.

Examination is made in this course of the basic physiological mechanisms



underlying behavior with special emphasis upon the functions of the nervous and endocrine systems as these relate to sensation, perception, emotion, and learning.

**PSY. 453: INDUSTRIAL PSYCHOLOGY** 3 s.h.

Study is made in this course of personality factors and individual differences in relation to success in business and industry. The psychological principles involved in advertising, selling, personnel problems, mental and physical efficiency, intelligence, motivation, fatigue, and the environmental setting are among those analyzed.

**PSY. 454: PERSONALITY** 3 s.h.

Systematic study is made of the development, dynamics, and structure of the self-system together with a critical comparison of the major theories of personality.

**PSY. 455: PSYCHOLOGY OF LEARNING** 3 s.h.

A critical survey is made of the outstanding attempts to understand and explain the nature of the learning process. Emphasis is placed on a comparison of current theories and their implications when applied to forms of learning from the simple to the complex.

**PSY. 456: INTRODUCTION TO PSYCHOLOGICAL TESTING** 3 s.h.

Consideration is given in this course to the better known psychometric instruments, the theories underlying their construction and use, their administration, and how results are scored, interpreted, and analyzed.

**PSY. 458: SENSATION AND PERCEPTION** 3 s.h.

The perceptual-sensory processes will be studied with a view to understanding their structural properties and their role in the psychological functioning of man. Each student will be involved in a research project and will be expected to prepare a detailed report of his findings.

**PSY. 464: INTRODUCTION TO CLINICAL PSYCHOLOGY**

Basic methods and techniques in clinical psychology are critically examined and evaluated.

Prerequisites: Psy. 251, 354, and 456.

**PSY. 465: RESEARCH SEMINAR** 3 s.h.

This course affords students the opportunity to continue the study of research techniques. Each student, with the approval of the instructor, will undertake a research project in the area of his choice. The work will culminate in a paper of distinguished quality. Enrollment is limited to Psychology majors who have distinguished themselves in previous departmental courses.

Prerequisites: Psy. 251, 451, and 455 or 458 and permission of the instructor.

## RUSSIAN

**RUSS. 151: RUSSIAN I (ELEMENTARY I)** 4 s.h.

Essentials of grammar, inductively presented. Emphasis on aural comprehension and oral expression, with extensive use of the language laboratory. Students may not receive credit for this course until Russian 152 has been successfully completed. Exceptions may be made for seniors and transfers upon the recommendation of the department head.

- RUSS. 152: RUSSIAN II (ELEMENTARY II) 4 s.h.  
Continuation of Russian 151, with increasing emphasis on graded reading material. Prerequisite: Russian 151 or permission of the instructor.
- RUSS. 251: RUSSIAN III (INTERMEDIATE I) 3 s.h.  
Brief systematic review of basic grammar; graded readings, conversation and composition on everyday topics. Prerequisites: Russian 152 or two years of high school study and/or a satisfactory placement test score.
- RUSS. 252: RUSSIAN IV (INTERMEDIATE II) 3 s.h.  
Intensive reading of selected short stories and/or other works; outside reading, with oral and/or written reports. Prerequisites: Russian 251 or three years of high school study and/or a satisfactory placement test score.
- RUSS. 253: SCIENTIFIC RUSSIAN 2 s.h.  
A study of scientific terminology and style, with extensive readings in various scientific fields. Prerequisite: Russian 251 or equivalent. Science and mathematics majors may substitute this course for Russian 252.
- RUSS. 255: RUSSIAN CIVILIZATION I 3 s.h.  
A survey of the geography, history, literature, and culture of the Soviet Union, designed to equip teachers with the materials and understanding necessary to the presentation of the language as a rich, meaningful, and integral part of a great civilization. Prerequisites: Russian 252 or four years of high school study and/or a satisfactory placement test score.
- RUSS. 256: RUSSIAN CIVILIZATION II 3 s.h.  
Continuation of Russian 255, which is prerequisite.
- RUSS. 351: ADVANCED GRAMMAR AND COMPOSITION 3 s.h.  
Intensive oral and written drill, with emphasis on finer points of grammar, and colloquial and idiomatic usage. English-to-Russian translation, free composition, and conversation on everyday topics.
- RUSS. 353: THE RUSSIAN DRAMA 3 s.h.  
Dramatic works of the 19th and 20th centuries, with special emphasis on the works of Anton Chekhov.
- RUSS. 354: THE RUSSIAN NOVEL 3 s.h.  
The great Russian novelists of the 19th Century: Gogol, Turgenev, Dostoevsky, and Tolstoy.
- RUSS. 355: READINGS IN SOVIET RUSSIAN LITERATURE 3 s.h.  
A survey of Russian literature since the Revolution of 1917.
- RUSS. 361: DOSTOEVSKY 3 s.h.  
A study of the life and works of Dostoevsky, with emphasis on his great novels: *Crime and Punishment*, *The Idiot*, *The Possessed*, and *The Brothers Karamazov*.
- RUSS. 451: SUPERVISED READINGS IN  
RUSSIAN LITERATURE 3 s.h.  
The course is devoted to selected readings determined in relation to the needs and interests of the individual major.

## SAFETY EDUCATION

- SE 211: GENERAL SAFETY EDUCATION 3 s.h.  
The development of habits and attitudes that will make for safe living by

both teachers and students. Acquaintance with 1. rules, regulations, and laws concerning the operation of motor vehicles; 2. rules and regulations of pedestrian travel; 3. other hazards to which we are commonly subjected, such as fire, electricity, etc., especially in the home and school.

**SE 212: ORGANIZATION AND ADMINISTRATION OF  
SAFETY EDUCATION**

3 s.h.

A consideration of procedures and problems related to the organization and administration of safety education in the public school.

**SE 213: METHODS AND MATERIALS FOR TEACHING SAFETY  
IN THE SECONDARY SCHOOLS**

3 s.h.

The study of evaluative techniques, content, methods, and teaching aids in the program of safety education in the secondary schools.

**SE 214: PSYCHOLOGY OF ACCIDENT PREVENTION**

3 s.h.

Relates the achievement of behavior consistent with safe living to the psychological factors and techniques essential in the learning process. A review of the literature and experimentation relative to proneness to accidents, effect of alcohol on drivers, reaction times, etc.

**SE 215: VISUAL AND OTHER AIDS IN SAFETY EDUCATION**

3 s.h.

Evaluation and use of posters, charts, radio, projectors, and special aids in the teaching of safety education.

**SE 351: DRIVER EDUCATION AND TRAFFIC SAFETY**

3 s.h.

Classroom instruction combined with road training and the teaching of driving to beginners using dual control cars. Emphasis is placed upon the essential facts, principles, skills, and attitudes necessary for good driving and the teaching of same to beginning drivers. Ability to use and interpret the results of psycho-physical testing is required.

## SCIENCE

**PH. SCI. 111: BASIC PHYSICAL SCIENCE: CHEMISTRY**

3 s.h.

This is a brief study of matter in its various forms, including familiar natural and man-made substances, their properties, and some of the changes they undergo. The purpose is not merely to describe, but to explain in terms of fundamental forces, energy transfers, and the tendency toward disorder. No mathematical or scientific preparations assumed.

**PH. SCI. 112: BASIC PHYSICAL SCIENCE:  
PHYSICS AND ASTRONOMY**

3 s.h.

This course is intended for those students not majoring in the sciences or mathematics, and does not presume any prior familiarity with the subject. Topics discussed are descriptive astronomy, cosmology, light and optics, force and motion, fundamental electrical phenomena and simple circuits, the special theory of relativity, and radioactivity and the atom. Brief experiments are integrated with the subject matter to emphasize the experimental basis of theory. The Planetarium is extensively used in conjunction with the sections on astronomy. No prerequisites.

**SCI. 222: TEACHING OF ELEMENTARY SCIENCE**

2 s.h.

Methods of presenting science in the elementary school. Attention is given to the scope and sequence of concepts and activities. Emphasis is placed on the physical sciences in developing and teaching lessons. Also stressed are evaluations of elementary science reading materials; texts and supplementary



books; collections of resource materials; development of attitudes; and techniques of problem solving.

#### **SCI. 231: FUSED SCIENCE**

2 s.h.

This course, following the year of basic sciences, is designed to provide the prospective teacher with a more adequate background in the science of living things. To achieve this purpose units are selected which examine the natural history of our most familiar forms of life. The units covered are Woody Plants, Insects, Fishes, Amphibians, Reptiles, and Mammals. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of problems.

### **SOCIOLOGY**

#### **SOC. 211: PRINCIPLES OF SOCIOLOGY**

3 s.h.

This is a basic course in sociology dealing with the interaction arising from the association of human beings. Emphasis is placed upon natural and social heritage; the meaning and functions of culture; and the origin, function, and characteristics of social institutions such as the family, religion, and the state, with inquiry into the nature and genesis of pathology.

#### **SOC. 351: CONTEMPORARY SOCIAL PROBLEMS**

3 s.h.

This course deals with problems which seem to interfere with the proper functioning of our society as a whole. Such problems as divorce, alcoholism, the industrial worker, the mentally deficient, the small town, crime and the community, and many others are attacked and discussed. Individual research by means of projects is assigned and requires extensive reading in the field. Visits are made whenever possible to places where social problems are prevalent. The student should have had Soc. 211 as a background for this course.

#### **SOC. 352: THE FAMILY**

3 s.h.

This course deals with the development of the family and the home in its historical, economic, and legal aspects. The various factors influencing the organization, disorganization, and reorganization of the family are considered, as well as the modern trends in this basic institution.

#### **SOC. 361: SOCIOLOGY OF DEVIANT BEHAVIOR**

3 s.h.

This course deals with behavior which is considered to be in violation of the moral norms and enacted laws of a society. Some attention is devoted to the ways in which different societies define and treat such deviations and distinguish between undesirable or delinquent behavior and criminal behavior. Major emphasis is given to crime and juvenile delinquency; to the theories of the causes, treatment, and control of crime; and to correctional methods and administration of justice. Prerequisite: Soc. 211.

#### **SOC. 362: RACIAL AND ETHNIC MINORITY PROBLEMS**

3 s.h.

Background of racial and ethnic minority group relations in different ages and societies. Theories and scientific inquiries by sociologists, anthropologists, and psychologists related to racial and ethnic groups. Contemporary aspects of inter-ethnic and inter-racial group problems. Proposals for alleviating and resolving problems and their implications for major social institutions such as education, the economy, and government. Prerequisite: Psy. 211.

#### **SOC. 363: URBAN SOCIOLOGY**

Study of urban communities, their composition, structure, and development in relation to other types of communities. The growth of mass urban society, population shifts and trends, and their implications for basic social



institutions such as education, the family, and the economy. Special emphasis upon contemporary urban problems and proposals of urban planners and community developers to meet them. Prerequisite: Sociology 211.

**SOC. 370: FUNDAMENTALS OF POPULATION STUDY** 3 s.h.

A study of factors influencing the quality and quantity, distribution, growth, and movement of populations. An examination of population trends and the implication for social problems and social policy.

## SPANISH

In addition to the courses listed below, students of Spanish have an opportunity to study for a summer, a term, or an entire academic year in Spain and/or Mexico.

**SPAN. 151: SPANISH I (ELEMENTARY I)** 4 s.h.

Essentials of grammar, inductively presented. Emphasis on aural comprehension and oral expression, with extensive use of the language laboratory. Students may not receive credit for this course until Spanish 152 has been successfully completed. Exceptions may be made for seniors and transfers upon the recommendation of the department head.

**SPAN. 152: SPANISH II (ELEMENTARY II)** 4 s.h.

Continuation of Spanish 151, with increasing emphasis on graded reading material. Prerequisites: Spanish 151 or permission of the instructor.

**SPAN. 153: ELEMENTARY SPANISH CONVERSATION** 3 s.h.

Conversational practice, with extensive oral drill of grammatical patterns. Designed for those students who have met the prerequisites for Spanish 251 but are lacking in aural-oral proficiency. May be taken concurrently with Spanish 251.

**SPAN. 251: SPANISH III (INTERMEDIATE I)** 3 s.h.

Brief systematic review of basic grammar; graded readings, conversation and composition on everyday topics. Prerequisites: Spanish 152 or two years of high school study and/or a satisfactory placement test score.

**SPAN. 252: SPANISH IV (INTERMEDIATE II)** 3 s.h.

Intensive reading of selected short stories and/or other works; outside reading, with oral and/or written reports. Prerequisites: Spanish 251 or three years of high school study and/or a satisfactory placement test score.

**SPAN. 253: COMMERCIAL SPANISH** 2 s.h.

A study of commercial terminology and style, with extensive practice in the writing of business letters of various kinds. Prerequisite: Spanish 251 or equivalent. Economics and business administration majors may substitute this course for Spanish 252.

**SPAN. 255: HISPANIC CIVILIZATION I** 3 s.h.

A survey of Hispanic geography, history, literature, and culture designed to equip teachers with the materials and understanding necessary to the presentation of the language as rich, meaningful and integral part of a great civilization. Prerequisites: Spanish 252 or four years of high school study and/or a satisfactory placement test score.

**SPAN. 256: HISPANIC CIVILIZATION II** 3 s.h.

Continuation of Spanish 255, which is, however, not prerequisite.

- SPAN. 350: ADVANCED CONVERSATION AND COMPOSITION 3 s.h.  
Intensive oral and written drill, with emphasis on colloquial and idiomatic usage. Prerequisite: Spanish 351.
- SPAN. 351: ADVANCED SPANISH GRAMMAR AND COMPOSITION 3 s.h.  
Intensive written drill, with emphasis on finer points of grammar, colloquial, and idiomatic usage, English-to-Spanish translation and free composition on everyday topics. Prerequisites: Spanish 255 and 256 or a literature course.
- SPAN. 352: INTRODUCTION TO SPANISH LITERATURE 3 s.h.  
Study and discussion of the main trends of Spanish thought and literary expression. Emphasis is placed on the development of the novel and drama during the Golden Age.
- SPAN. 353: THE MODERN SPANISH DRAMA 3 s.h.  
A study of the modern theater in Spain, with emphasis on Benavente, García Lorca, Casona, Buero Vallejo, and López Rubio.
- SPAN. 354: THE MODERN SPANISH NOVEL 3 s.h.  
The development of the novel in Spain during the 19th and 20th centuries, with emphasis upon the discussion of realism, regionalism, and naturalism.
- SPAN. 355: THE "GENERATION OF 1898" 3 s.h.  
Discussion of the principal authors of this group and their influence on 20th century Spanish thought, with an analysis of the role played by historical events in the development of the movement.
- SPAN. 359: THE LITERATURE OF THE GOLDEN AGE 3 s.h.  
A survey of the greatest period of Spanish literature, with selected readings from Cervantes' *Don Quixote* and the plays of Lope de Vega, Tirso de Molina, Calderón, and Ruiz de Alarcón.
- SPAN. 360: SURVEY OF SPANISH-AMERICAN LITERATURE 3 s.h.  
Study and discussion of the evolution of Spanish-American literary expression from the colonial period to the Twentieth Century.
- SPAN. 361: THE HISTORY OF MEXICAN LITERATURE 3 s.h.  
The history of Spanish literature in Mexico from the Conquest to the present, with special emphasis on Lizardi, Altamirano, the novelists of the Revolution, and selected contemporary writers.
- SPAN. 451: SUPERVISED READINGS IN HISPANIC LITERATURE 3 s.h.  
The course is devoted to selected readings determined in relation to the needs and interests of the individual major.

## SPECIAL EDUCATION

- SPEC. ED. 111: INTRODUCTION TO EXCEPTIONAL CHILDREN 3 s.h.  
The course is a study of the causes, characteristics, and implications—educational, social, and vocational—of children who are exceptional because of intelligence, physical development, behavior, vision, hearing, and speech. It also acquaints prospective professional personnel with vocational opportunities in Special Education and Rehabilitation.
- SPEC. ED. 221: NEUROLOGICAL IMPAIRMENT 3 s.h.  
The etiology and characteristics of cerebral palsy, aphasia, cerebral dysrhythmia, Strauss Syndrome, and various other anomalies of the central nervous

system are studied and observed in the clinic and classroom with concern for the current diagnostic, educational, and rehabilitation implications.

**SPEC. ED. 220: NATURE OF MENTAL RETARDATION** 3 s.h.

This is a comprehensive study of the biological, psychosocial, and educational implications of retarded mental development, including a consideration of etiology; assessment and diagnosis; educational programs, including pre-school and post-school; adult social and vocational adjustment; national and local programs; and research. Prerequisite: Spec.Ed. 111.

**SPEC. ED. 321: CURRICULUM DEVELOPMENT FOR  
EXCEPTIONAL CHILDREN (MENTALLY RETARDED)** 3 s.h.

This course assists students in the determination of general and specific educational objectives in terms of anticipated behavioral outcomes for mentally retarded children in the areas of communication, mathematics, and social skills. Students analyze instructional materials in relation to the stated educational objectives and observe their application in actual classrooms.

**SPEC. ED. 322: EDUCATIONAL APPRAISAL  
IN MENTAL RETARDATION** 3 s.h.

This course involves study, observation, and directed practice with the applied diagnostic and appraisal techniques appropriate to the education of mentally retarded children. It includes theory of testing; the examination of elementary statistical concepts as they facilitate selection, administration, scoring and interpretation of standardized tests; and the construction of teacher-made instruments as specifically applied to the mentally retarded child. Prerequisite: Spec.Ed. 220.

**SPEC. ED. 422: METHODS OF TEACHING EXCEPTIONAL  
CHILDREN (MENTALLY RETARDED)** 3 s.h.

This course provides for the analysis of the teaching-learning process—the teacher, the learners, and their interaction. Particular teaching strategies for meeting the unique needs of educable mentally retarded pupils as individual learners are considered and implemented. Prerequisite: Spec.Ed. 220.

**SPEC. ED. 423: CURRICULUM MATERIALS FOR EXCEPTIONAL  
CHILDREN (MENTALLY RETARDED)** 3 s.h.

This course considers contemporary curricular innovations in educational programs for educable mentally retarded children and youth, with particular attention to the sociocultural implications of changing curricular practices and the new instructional media and technology. Prerequisite: Spec.Ed. 321.

**SPEC. ED. 424: LABORATORY METHODS WITH EXCEPTIONAL  
CHILDREN (MENTALLY RETARDED)**

This course is designed to expand the understanding of the teaching-learning process by observation and application, focusing upon the development of advanced skills in the analysis of teacher behaviors, learner behaviors, classroom interaction and their implications. Prerequisite: Spec.Ed. 422.

**SPEC. ED. 429: STUDENT TEACHING (MENTALLY RETARDED)**  
6 s.h. or 12 s.h.

Observation and participation in teaching children with retarded mental development and in activities related to the performance of a teacher's work.

## **SPEECH**

**SP. 010: REMEDIAL SPEECH** 0 s.h.

Speech Clinic—diagnostic and remedial program for the speech handicapped.



This service is made available to the students regularly enrolled at the college. College students who need help are encouraged to seek the help of the clinic. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college. Students referred to the Director of the Speech Clinic must officially enroll through the office of the registrar for this non-credit course.

**SP. 113: FUNDAMENTALS OF SPEECH** 3 s.h.

Study and application of the fundamental principles of effective speaking; training in selection, organization, and development of materials suitable for speeches; analysis of voice; personality adjustment as related to speaking-listening situations; patterns for analysis of an audience; prior analysis, cybernetic analysis, and post analysis; techniques of group dynamics and role playing.

**SP. 114: ADVANCED PUBLIC SPEAKING** 2 s.h.

Inquiry into and practice in the principles of effective public speaking. Detailed analysis of the areas of invention, arrangement, style, and delivery, and an introduction to speech criticism as a tool to improve the speaker's own abilities. Prerequisite: Speech 113.

**SP. 115: PARLIAMENTARY PROCEDURE** 1 s.h.

A study of the principles and applications of the standard parliamentary rules used in conducting formal meetings of social, civic, and political bodies.

**SP. 251: VOICE AND DICTION** 3 s.h.

The objective of this course is to help students improve their speech by the elimination of faulty voice and articulation habits. Attention is given to such basic skills as volume, pitch, resonance, rate, phrasing, pronunciation and articulation. Tape recordings are used as a helpful device for analyzing problems and noting progress. Prerequisite: Speech 113.

**SP. 252: INTRODUCTION TO SPEECH CORRECTION** 3 s.h.

Designed to train prospective teachers to care for defective speech in the classroom and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools. A study of speech sound, speech mechanisms, symptoms, causes, and treatment of minor speech, voice, and hearing disorders. Prerequisite: Speech 113.

**SP. 253: INTRODUCTION TO THE THEATRE** 3 s.h.

Survey of plays, theatre practice, and production from Aeschylus to Miller. Theory and criticism.

**SP. 254: PRINCIPLES OF ACTING I** 3 s.h.

Principles and techniques of movement, stage direction, pantomimic dramatization, characterization development, and interpretation through improvisations and playing roles in scenes from contemporary dramas.

**SP. 255: STAGECRAFT AND LIGHTING** 3 s.h.

Study and practice in scene construction, scene painting, theatre equipment, the basic technical elements of stage electricity, and instrumentation operation and selection.

**SP. 256: ARGUMENTATION AND DEBATE** 3 s.h.

Principles of reasoned discourse and their application to controversial issues.

**SP. 257: ADVANCED DEBATE** 2 s.h.

Further experience in competitive debating and in a variety of debating forms is provided. Prerequisite: Consent of instructor.



**SP. 258: USE OF VIDEOTAPE IN EDUCATIONAL DEBATE** 2 s.h.

Utilization of the videotape technique to improve the debating skills of the student. Applications of videotaping to debating, including exchange debates with other colleges and possibly international exchanges. Use of videotape as a technique for teaching debate. Consideration of experimental possibilities of the videotape process. Prerequisite: Sp. 256, or consent of instructor.

**SP. 264: DISCUSSION** 2 s.h.

Designed to develop the attitudes, skills, and knowledge of methods favorable to effective participation and leadership in discussion by conferences, committees, and other small groups.

**SP. 311: PERSUASION** 3 s.h.

Study and practice in persuasive speaking. General theories of persuasion, the role of persuasion in a democratic society, and an introduction to modern experimental research in the area included.

**SP. 312: GENERAL SEMANTICS** 3 s.h.

An investigation of the relationship between words and the realities they represent. Special emphasis will be given to an understanding of personal, political, and international problems that arise due to semantic breakdowns in the communication process. Students concentrating in Public Address may substitute this course for Sp. 311, 411, 412, or 451.

**SP. 350: SUMMER DRAMA WORKSHOP** 6 s.h.

The summer drama workshop combines study and practice in the dramatic arts and includes formal, intensive study in acting, play production, direction, makeup, scene design, stage lighting, and stagecraft. In conjunction with the workshop, Clarion State College sponsors a Summer Theatre Company consisting of members of the workshop and produces five major productions.

**SP. 351: ADVANCED THEATER PRODUCTION** 6 s.h.

Advanced study and practice in the dramatic arts, including projects in scene design, theater management, and acting. Students will work with members of the Summer Drama Workshop in the production of five major plays for the Clarion Summer Theater. Prerequisite: Sp. 350.

**SP. 352: PLAY DIRECTING** 3 s.h.

A study of the fundamentals and procedures of play directing and problems faced in educational theater, including analysis of the script, methods of casting, and rehearsal. Students direct one-act plays for public presentation.

**SP. 354: ORAL INTERPRETATION** 3 s.h.

The course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Help is given in selecting, adapting, and preparing literature for presentation. Special attention is given to reading materials required of the classroom teacher. Prerequisite: Speech 113.

**SP. 358: PSYCHOLOGY OF SPEECH** 3 s.h.

This course aims to investigate the several theories of speech origin; study the neurological and psychological bases of speech; trace the ontogeny of speech and language; study speech as an aspect of personality structure; and investigate certain speaker-audience phenomena. The psychology of stuttering is given special consideration. Prerequisite: Sp. 252.

**SP. 359: HISTORY OF THE THEATER** 3 s.h.

History of plays and playwrights from the fifth century B.C. to the present.

SP. 361: PRINCIPLES OF ACTING II 3 s.h.

A study of period styles of acting, speech, and movement which include the Classic Shakespearean, Commedia, Restoration, Romantic, and Early American Periods.

SP. 362: PRINCIPLES OF STAGE DESIGN 3 s.h.

Study and practice in the aesthetics, methods, and techniques of setting and lighting design for the theater. Covers both period and contemporary analysis.

SP. 363: THEATRICAL COSTUME AND MAKE-UP 3 s.h.

A historical survey of costume and fundamentals and application of stage make-up.

SP. 411: CLASSICAL RHETORIC 3 s.h.

Study of the rhetorical theories of the ancient Greeks and Romans and their historical context. Includes the work of Plato, Aristotle, Cicero, Quintilian, and St. Augustine. For juniors and seniors.

SP. 412: BRITISH PUBLIC ADDRESS 3 s.h.

Study of the rise of public speaking in Great Britain, and its influence on the course of history in that democracy, both in and out of Parliament. Includes the study of the speaking of Lord Chatham, Burke, Fox, Pitt, Sheridan, Gladstone, Disraeli, and Churchill. For juniors and seniors.

SP. 451: ADVANCED SPEECH 3 s.h.

A seminar in methods of investigation and research in the field of speech. Published articles and books of a scholarly nature are analyzed and critically evaluated. Each student selects a topic for intensive study. The course culminates in a written research project. Prerequisite: Open only to juniors and seniors with approval of department chairman.

SP. 453: APPLIED PHONETICS 3 s.h.

An analysis of the speech sound used in English so that the student develops auditory acuity and correct reproduction of sounds; transcripts of spoken material using I.P.A. system; comparison of phonetic alphabet and diacritical marking system; study of structure and function of speech organs; voice improvement; applied phonetics for speech correction.

SP. 454: RADIO AND TELEVISION 3 s.h.

An introduction to the broadcasting industry including stations, networks, the Federal Communications Commission, advertisers and agencies, the public, and the impact of broadcasting as an entertainment, informational, and educational medium. A foundation course for communications study and the development of knowledgeable consumers of the broadcast media.

SP. 455: CREATIVE DRAMATICS 3 s.h.

A study of the techniques and theory of playmaking. Study of dramatic activities for children including story telling, story dramatization, rhythms, and pantomime. Designed for the elementary teacher.

SP. 465: ADVANCED ORAL INTERPRETATION 3 s.h.

Inquiry into the advanced techniques of the oral interpretation of prose, poetry, and drama. Emphasis upon literary analysis and style.

## SPEECH PATHOLOGY AND AUDIOLOGY

SPA 450: CLINICAL PHONETICS 3 s.h.

Introduction to the science of English sounds. Consideration of phonetical applications to matters of speech correction and improvement.

**SPA 451: ANATOMY OF SPEECH AND HEARING MECHANISMS 3 s.h.**

Study of the anatomy and physiology of the speech and hearing mechanisms.

**SPA 452: SPEECH PROBLEMS 3 s.h.**

This course is the first half of a sequence in Speech Pathology. Emphasis is placed on the description, diagnosis, and treatment of articulation disorders, language development, problems, tongue thrust, and cleft palate. Basic linguistic, psychological, and statistical concepts necessary in the study of clinical speech are also included.

**SPA 453: SPEECH PATHOLOGY 3 s.h.**

This course is the second half of a sequence in Speech Pathology. The major emphasis is placed on the description, diagnosis, and treatment of cerebral palsy, voice disorders, aphasia, and stuttering. A basic approach to the psychodynamics of the speech therapy process is also included.

**SPA 454: CURRICULUM MATERIALS FOR  
SPEECH CORRECTION 3 s.h.**

Teaching techniques, source materials, visual aids, and special problems to be employed in speech practice and correction.

**SPA 455: SPEECH CORRECTION FOR THE CLASSROOM  
TEACHER 3 s.h.**

Designed to acquaint students with speech problems common to children on the elementary level. Emphasis is placed on the study of materials, methods, and techniques used by the classroom teacher in improving the speech of all children.

**SPA 460: HEARING PROBLEMS 3 s.h.**

The nature of hearing disorders and the medical, social, psychological, and educational implications are investigated, with attention focused upon the roles of parents, specialists, and educators toward the rehabilitative process. Analysis and practice in the techniques of speech and audiometric evaluation are provided.

**SPA 463: SPEECH READING AND AUDITORY TRAINING 3 s.h.**

A comprehensive study of specialized techniques, with emphasis upon auditory training, speech reading, and speech retraining. This includes evaluation and utilization of special equipment and materials—visual, acoustical, and kinesthetic. Prerequisite: SPA 460.

**SPA 464: AUDIOLOGY 3 s.h.**

A continuation of SPA 460: Hearing Problems.

**SPA 468: SPEECH AND HEARING CLINIC I: PRACTICUM 3 s.h.**

Supervised clinical observation and practice in case study and conferences, diagnostic evaluations, remedial procedures, parent conferences, and reporting. The application of theory in the development of clinical skills with individuals and small groups of children and adults, for a minimum of 135 clock hours. Prerequisite: SPA 452, 460.

**SPA 469: SPEECH AND HEARING CLINIC II:  
ADVANCED PRACTICUM 3 s.h.**

Supervised clinical observation and practice in case study and differential diagnosis, therapy with complex speech and hearing disorders, parent conferences, and reporting. Both individual and group techniques are emphasized with children and adults, for a minimum of 135 clock hours. Prerequisite: SPA 468.

**SPA 422: STUDENT TEACHING WITH THE SPEECH AND  
HEARING HANDICAPPED 6 or 12 s.h.**

Observation of and participation in teaching and activities related to the performance of the itinerant speech and hearing teacher's work.

## ENROLLMENT AT CLARION STATE COLLEGE

Student enrollment has risen from 825 in September, 1959, to nearly 3300 in September, 1969, making Clarion one of the fastest growing colleges in Pennsylvania. The present enrollment is almost equally divided between men and women and is drawn from fifty-five counties of the Commonwealth. Each year the number of students from states other than Pennsylvania increases and there is a small but encouraging representation from foreign countries.

An analysis of the enrollment in September, 1968, showed the following counties contributing substantial numbers of students to Clarion.

Allegheny	817	Fayette	20
Armstrong	80	Forest	14
Beaver	151	Indiana	20
Blair	30	Jefferson	108
Bucks	13	Lawrence	52
Butler	91	McKean	71
Cambria	91	Mercer	64
Clarion	333	Montgomery	12
Clearfield	87	Somerset	54
Crawford	28	Venango	225
Dauphin	12	Warren	30
Elk	48	Washington	63
Erie	64	Westmoreland	303
		York	17

### THE BOARD OF TRUSTEES

Clarion State College, Clarion, Pennsylvania

David H. Kurtzman

Ex Officio, Superintendent of Public Instruction

H. Ray Pope, Jr., President	Clarion, Pa.
John E. Aikman	Brookville, Pa.
Chester H. Byerly	New Bethlehem, Pa.
Edward J. Crowe	St. Mary's, Pa.
Howard E. Gayley	Brookville, Pa.
Harriet S. Hearst	Clarion, Pa.
Philip W. Silvis	Tionesta, Pa.
E. Clinton Stitt	Kittanning, Pa.
H. Carl Wasson	Franklin, Pa.



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC INSTRUCTION  
STATE BOARD OF EDUCATION

David H. Kurtzman  
Superintendent of Public Instruction

W. Deming Lewis, Chairman .....	Bethlehem
Richard C. Bond .....	Philadelphia
Walter J. Burke .....	Pittsburgh
Paul S. Christman .....	Schuylkill Haven
Mrs. Albert M. Greenfield .....	Philadelphia
Althea K. Hottel .....	Bryn Mawr
Donald E. Hunter .....	Sharon
Parke H. Lutz .....	Denver
Emaline K. Mohr .....	Allentown
William M. Potter .....	Wilkinsburg
William H. Rea .....	Pittsburgh
Gail L. Rose .....	Butler
James H. Rowland .....	Harrisburg
W. K. Ulerich .....	Clearfield
John L. Wandrisco .....	Latrobe
Walter F. Wilmarth .....	Kingsley
Leonard N. Wolf .....	Scranton

ADMINISTRATIVE STAFF

James Gemmell, B.S., M.S., Ed.D. ....	President
David A. Hilton, B.S., M.Ed., Ed.D. ....	Assistant to the President

ACADEMIC SERVICES

James D. Moore, A.B., Ed.M. ....	Dean of Academic Affairs
Dana S. Still, B.S., M.A., Ph.D. .	Assistant Dean of Academic Affairs
John Mellon, B.S., M.Litt., Ph.D. ....	Dean of Liberal Arts
Harold E. Simmons, B.A., M.S., Ed.D.	
	Dean of Professional Studies
Forest C. Carter, B.B.A., M.B.A., D.B.A.	
	Dean of Business Administration
William A. McCauley, B.Ed., M.A., Ph.D.	
	Dean of Graduate Studies
Russell L. V. Morgan, B.S., M.Ed., Ed.D.	
	Director of Venango Campus
James H. Cole, B.S., M.S., Ed.D. ....	Dean of Communication
Dan W. Graves, B.A., M.A. ....	Head Librarian

William J. Page, B.S., M.Ed., Ed.D.

Director of Student Teaching and Placement

Charles Economou, B.A., M.S.L.S. . . . . Dean of Library Science

Kenneth G. Vayda, B.S., M.S. . . . . Director of Special Education

Charles J. Shontz, B.S., M.S., Ph.D.

Assistant to Dean of Academic Affairs

Bryce C. Gray, B.A., M.A.

Administrative Assistant to the Dean of Academic Affairs

Arnold H. Zaeske, B.A., M.Ed., Ed.D.

Director of Elementary Education

## STUDENT SERVICES

Donald A. Nair, B.S., M.Ed., D.Ed.

Associate Dean of Student Affairs

George W. Curtis, B.A., M.A. . . . Assistant Dean of Student Affairs

John A. Nanovsky, B.S., M.Ed., Ed.D.

Assistant Dean of Student Affairs

Ethel B. Vairo, B.S., M.Ed. . . . . Assistant Dean of Student Affairs

Charles Blochberger, B.S., M.Ed.

Acting Director of Counseling Center

Peter H. Nachtwey, B.A., M.A. . . . . Counselor

Robert C. Segebarth, A.B. . . . . Director of Financial Aid

Frank Lignelli, Jr., B.S., M.Ed. . . . . Director of Athletics

Lawrence M. Gilford, M.D. . . . . College Physician

## GENERAL SERVICES

Walter L. Hart, B.A., M.F.A. . . . . Director of Admissions

Phyllis L. Elder . . . . . Registrar

James Gleixner . . . . . Personnel Director

John D. Johnson . . . . . Plant Maintenance Engineer

Bernard D. McEntire . . . . . Superintendent of Buildings & Grounds

## FACULTY

James Gemmell, Ed.D. ....President  
University of Wyoming, B.S.; Syracuse University; State University of New York, Albany, M.S.; New York University, Ed.D.

Leonard M. Abate, M.A., Instructor, History  
Northern Illinois University, B.A., M.A.; Additional graduate work at the University of Pittsburgh.

Ernest C. Aharrah, M.S., Associate Professor, Biological Science  
Clarion State College, B.S.; Pennsylvania State University, M.Ed.; University of Pittsburgh, M.S.

Prabhakar Akolekar, Ph.D., Professor, Economics  
Holkar College, Indore, (India), B.A.; Bombay University, M.A.; University of Virginia, M.A.; Johns Hopkins University, Research Fellow; University of Pennsylvania, Ph.D.

Ned B. Allen, Ph.D., Professor, English  
Dartmouth College, B.A.; St. John's College, Oxford, B.A.; University of Michigan, Ph.D.

John R. Arscott, Ph.D., Professor, English  
College of Wooster, B.A.; Princeton University, M.A.; New York University, Ph.D.

Edgar W. Averill, Ph.D., Professor, Mathematics and Statistics  
Cornell University, A.B.; Harvard University, M.B.A.; University of Michigan, Ph.D.

Inez Baker, M.A., Associate Professor, Division of Communication  
University of Cincinnati, B.S.; Teachers College, Columbia University, M.A., Prof. Diploma; Doctoral Candidate, Columbia University.

Philip J. Baldacchino, Ph.D., Associate Professor, Chemistry  
St. Francis College, B.S.; University of Pittsburgh, M.Ed.; Rensselaer Polytechnic Institute, M.S., Ph.D.

Francis Baptist, Ed.D., Professor, Art  
Wisconsin State College, B.S.; State University of Iowa, M.F.A.; Pennsylvania State University, Ed.D.

George S. Barber, Ph.D., Professor, English  
Pennsylvania State University, B.A., M.A., Ph.D.

Gwendolyn M. Bays, Ph.D., Professor, French & German  
Agnes Scott College, B.A.; Emory University, M.A.; Yale University, Ph.D.; Additional graduate study at the University of Paris (Sorbonne) and the University of Heidelberg (Germany).

Robert A. Bays, Ph.D., Professor, Head of Foreign Language Department  
Emory University, B.A.; Yale University, M.A., Ph.D.; Additional study at the National University of Mexico, the University of Queensland (Australia) and the University of Heidelberg (Germany).

Mary M. Bechtold, M.S., Assistant Professor, Physical Science  
Duquesne University, B.S., M.S.; Additional graduate work at Western Reserve University, Cornell University.

Paul E. Beck, Ph.D., Associate Professor, Chemistry  
Franklin and Marshall College, B.S.; Duquesne University, Ph.D.

Thomas L. Beck, M.A., Assistant Professor, Health and Physical Education  
Slippery Rock State College, B.S.; Duquesne University, M.A.; Additional graduate work, University of Maryland, University of Delaware, West Chester State College, and Pennsylvania State University.

Stanley A. Belfore, M.S., Assistant Professor, Biological Science  
Indiana State College, B.S. in E.D.; University of Pittsburgh, M.S.

Frederick H. Bell, M.A., Associate Professor, Mathematics  
Clarion State College, B.S.; Kent State University, M.A.; Doctoral candidate, Cornell University.

Vahe H. Berberian, Mus. Dipl., Associate Professor, Music  
Lebanese Academy of Fine Arts, Mus. Dipl.; Mozarteum International Summer Academy, Mus. Cert.; Doctoral Candidate, Indiana University.

Alpha E. Bernard, Ed.D., Professor, Education  
Northern Michigan College of Education, B.S.; Graduate work at University of Michigan; Indiana University, M.S. in Ed., Ed.D.

Jack N. Bertsch, Ph.D., Associate Professor, Philosophy  
Denison University, A.B.; Columbia University, LL.B.; Ohio State University, Ph.D.

Thomas M. Bertsch, M.S., Instructor, Business Administration  
Northern Illinois University, B.S., M.S.

Nicholas J. Bezak, Ph.D., Professor, Mathematics  
The College of Steubenville, B.A.; Carnegie-Mellon University, M.S.; University of Pittsburgh, Ph.D.

Jack N. Blaine, M.S.T., Assistant Professor, Physical Science  
Acting Planetarium Director, Clarion State College, B.S.; Antioch College, M.S.T.; Additional study at Pennsylvania State University, State University of New York at Oswego, and the University of Pittsburgh.

Charles H. Blochberger, M.Ed., Associate Professor, Education,  
Acting Director of Counseling  
University of Scranton, B.S.; University of Maryland, M.Ed.; Additional graduate work, Michigan State University, University of Virginia.

Christian Bohlen, M.M., Associate Professor, Music  
Amsterdam Conservatory of Music, Mus. Dipl.; Indiana University, M.M.; Additional graduate work, Indiana University.



- Oliver J. Booth, M.A.L.S., Assistant Professor, Library Science  
Wayne State University, B.A.; University of Michigan, M.A.L.S.; Additional graduate work, University of Michigan.
- Olive C. Bower, Ph.D., Associate Professor, Chemistry  
Florida Southern, B.S.; Pennsylvania State University, M.S., Ph.D.
- Richard M. Bradley, Ed.D., Associate Professor, Education  
Millersville State College, B.S.; Temple University, M.Ed., Ed.D.
- Robert G. Bubb, M.Ed., Assistant Professor, Health & Physical Education  
University of Pittsburgh, B.S.; Pennsylvania State University, M.Ed.
- Margaret V. Buckwalter, M.L.S., Assistant Professor, Librarian  
University of Michigan, B.S., M.A.; University of Pittsburgh, M.L.S.
- Tracy V. Buckwalter, Ph.D., Professor, Geology  
University of Michigan, B.S., M.S., Ph.D.; Additional graduate work at University of Minnesota.
- Mary M. Butler, M.L.S., Assistant Professor, Librarian  
University of Pittsburgh, B.A.; Carnegie Institute of Technology, M.L.S.; Additional study at Columbia University.
- Terry P. Caesar, B.A., Assistant Professor, English  
University of Redlands, B.A.; Additional graduate work, University of Washington.
- Carl E. Caldwell, M.A., Associate Professor, French  
Hobart College, A.B.; Middlebury College, M.A.; Additional graduate work, McGill University, the Sorbonne, Middlebury College, University of Rochester.
- David S. Campbell, M.S.Ed., Instructor, Division of Communication  
Bowling Green State University, B.S.Ed.; Indiana University, Bloomington, M.S.Ed.
- Frank M. Campbell, M.A., Assistant Professor, Social Studies  
Grove City College, B.A.; Pennsylvania State University, M.A.; Additional graduate work, Pennsylvania State University.
- Thomas A. Carnahan, M.Ed., Associate Professor, Mathematics, Physical Science  
Grove City College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work at University of Southern California, University of Pittsburgh.
- Ernestine J. Carter, B.S., Assistant Professor, Health and Physical Education  
Michigan State University, B.S.
- Forest C. Carter, D.B.A., C.P.A., Professor, Dean of Business Administration  
University of Michigan, B.B.A., M.B.A.; Indiana University, D.B.A.; Tennessee, C.P.A.

Earl Chalfant, M.Ed., Associate Professor of Education  
Clarion State College, B.S.; Pennsylvania State University, M.Ed.; Doctoral  
Candidate, Pennsylvania State University.

William D. Chamberlain, Ed.D., Professor, Science Ed.  
Wayne State University, B.S., M.Ed., Ed.D.

Alfred B. Charley, M.F.A., Associate Professor, Art  
Southern Illinois University, B.S., M.F.A.; Additional graduate work, Uni-  
versity of Minnesota, Carnegie Institute of Technology, and the University  
of Pittsburgh.

Frank M. Clark, M.F.A., Assistant Professor, Speech  
Indiana University of Pennsylvania, B.A.; Ohio University, M.F.A.; Addi-  
tional graduate work, Pennsylvania State University, University of Pitts-  
burgh, and Wroxton College, England.

John B. Cliff, B.S., Instructor, Mathematics  
Clarion State College, B.S.; Graduate work at Pennsylvania State University,  
the University of Buffalo, the University of Arkansas, and Rutgers University.

Mary McRae Colby, Ph.D., Professor, Geography  
East Carolina Teachers College, B.A.; University of Chicago, M.S., Ph.D.

James H. Cole, Ed.D., Professor, Dean, Division of Communication  
Eastern Illinois University, B.S.; Indiana University, M.S., Ed.D.

William F. Combs, Ph.D., Professor, Psychology  
University of West Virginia, B.A., M.A.; University of Oklahoma, Ph.D.

Patricia J. Connor, D.M.A., Professor, Music  
Oklahoma University, B.M.; North Texas State University, M.M.; Boston  
University, D.M.A.

Dalph O. Cook, M.S., Assistant Professor, Biology  
Clarion State College, B.S.; Syracuse University, M.S.; Additional graduate  
work at Central Michigan University and Pennsylvania State University.

Doris E. Cooper, B.S., Instructor, English  
Clarion State College, B.S.; Graduate work at Kent State University, and  
Ohio State University.

Bob H. Copeland, M.A., Associate Professor, Speech  
University of Wichita, B.A.; University of Denver, M.A.; Additional work  
at University of Mexico City, Director's Studio of New York City, Long  
Beach State, University of Denver; Doctoral candidate, University of Denver.

Alastair T. Crawford, M.A., Assistant Professor, Social Sciences  
Upsala College, B.S.; Montclair State College, M.A.; Additional graduate  
work at University of Colorado and Northern Illinois University.

Robert E. Crawford, M.A., Associate Professor, Geography  
Slippery Rock State College, B.S.; University of Pittsburgh, M.A.; Additional  
graduate work at the University of Washington.

- Vincent J. Curran, B.S., Instructor of Health and Physical Education (Part-Time)  
University of Illinois, B.S.
- George W. Curtis, Jr., Ph.D., Associate Professor, Assistant Dean of Students  
Michigan State University, B.A., M.A.; Doctoral candidate, United States International University.
- Rafael Diaz y Diaz, B.A., Assistant Professor, Spanish  
University of Denver, B.A.; Additional graduate work, University of Denver, University of Colorado.
- Donald H. Dininny, Ph.D., Associate Professor, Speech  
Clarion State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work at Ohio University.
- Bruce H. Dinsmore, Ph.D., Professor, Head, Department of Biological Sciences  
Indiana University of Pennsylvania, B.S.; Columbia University, M.A.; University of Pittsburgh, M.S., Ph.D.
- James A. Donachy, M.S., Associate Professor, Biological Science  
Clarion State College, B.S.; Ohio University, M.S.; Additional graduate work at Pennsylvania State University.
- Nadine D. Donachy, M.S., Assistant Professor, Biology  
Ohio University, A.B., M.S.
- Edward G. Duffy, M.A., Associate Professor, History  
Pennsylvania State University, B.A., M.A.; Doctoral candidate, Pennsylvania State University.
- Charles H. Dugan, M.F.A., Instructor, Art  
Ohio University, B.S.; Bowling Green State University, M.F.A.
- Dempsey Dupree, Ph.D., C.P.A., Professor, Business Administration  
University of Michigan, B.B.A., M.B.A.; Michigan State University, Ph.D.; Certified Public Accountant, South Carolina, Iowa, and Pennsylvania.
- Ronald M. Dyas, M.S., Assistant Professor, Division of Communication  
Northern Illinois University, B.S.; Indiana University, M.S., doctoral candidate.
- Charles Economus, M.S.inL.S., Assistant Professor, Dean of the Division of Library Science  
University of North Carolina, B.A., M.S. in L.S.; Additional graduate work, University of Michigan and University of North Carolina.
- William T. Edwards, M.S., Associate Professor, Art  
Indiana University of Pennsylvania, B.S.; Florida State University, M.S.; Additional graduate work, Pennsylvania State University.

Melanie Eiswerth, B.S., Instructor, Mathematics  
Clarion State College, B.S., Master's candidate.

Robert A. Elftmann, M.A., Assistant Professor, Library Science  
University of California, A.B.; University of Minnesota, B.S., M.A.; Additional graduate work, University of Minnesota.

- Allan R. Elliott, Ed.D., Professor, Psychology  
Western Michigan University, B.A.; Stanford University, M.A., Ed.D.

Kenneth F. Emerick, M.L.S., Assistant Professor, Librarian  
Clarion State College, B.S.; Rutgers University, M.L.S.

Roger A. Engle, M.S., Instructor, Mathematics  
Slippery Rock State College, B.S.; University of Alaska, M.S.

Albert R. Exton, Ph.D., Assistant Professor, Physics  
Carnegie-Mellon University, B.A.; University of Pittsburgh, Ph.D.

Henry L. Fueg, M.A., Associate Professor, Audio-Visual Communication  
West Virginia Institute of Technology, B.S.; West Virginia University, M.A.; Additional graduate study, Indiana University.

C. Ronald Galbreath, M.A., Assistant Professor, Education  
Westminster College, B.A., M.A.

José G. Garcia, M.A., Associate Professor, Spanish  
University of Valencia, B.A., M.A.; Additional graduate work at the University of Colorado.

Stephen I. Gendler, Ph.D., Associate Professor, Mathematics  
University of Pennsylvania, B.A.; Pennsylvania State University, M.A., Ph.D.

Rachel M. Glenn, B.S., Instructor, Librarian  
Simmons College, B.S. in L.S.

Dan W. Graves, A.M., Associate Professor, Director of Libraries  
University of Denver, A.B.; University of Michigan, A.M.; Additional graduate study at the University of Michigan.

Bryce C. Gray, M.A., Assistant Professor of Education, Administrative Assistant to Dean of Academic Affairs  
Juniata College, B.A.; Bucknell University, M.A.; Additional graduate work, Indiana University of Pennsylvania, Clarion State College.

Emmett D. Graybill, Jr., M.A., Assistant Professor, Political Science  
Kenyon College, B.A.; Ohio State University, M.A.

Francis Greco, M.A., Associate Professor, English  
Duquesne University, B.S., M.A.; Additional graduate work, University of Pittsburgh and Carnegie-Mellon University.

Edward S. Grejda, Ph.D., Professor, English  
Clarion State College, B.S.; University of Pittsburgh, M.Litt.; Additional graduate study at University of Pittsburgh and Catholic University of America.



William E. Grosch, M.Ed., Assistant Professor, Art

Edinboro State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate study at Haystack Mountain School of Crafts, Pennsylvania State University, and Alfred University.

Joel L. Haines, Ph.D., Professor, History, Head, Social Science Department

Franklin and Marshall College, B.A.; University of Pennsylvania, M.A., Ph.D.

Mary R. Hardwick, Ph.D., Associate Professor, Speech

Oklahoma State University, B.A.; Ohio University, M.F.A.; Michigan State University, Ph.D.

George A. Harmon, Ph.D., Professor, Biology

University of California, Los Angeles, A.B.; Stanford University, M.A., Ph.D.

Walter L. Hart, M.F.A., Professor, Director of Admissions

Grove City College, B.M.; Carnegie Institute of Technology, M. of F.A.; Additional graduate work at St. Bonaventure College, University of Pittsburgh, New York University.

William J. Hart, Ph.D., Professor, Chemistry

George Washington University, A.B., M.A.; University of Maryland, Ph.D.

Harold V. Hartley, Jr., M.Ed., Associate Professor, Special Education, Coordinator of Speech and Hearing

Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work at Pennsylvania State University, Colorado State University, Western Reserve University.

Lee W. Heilman, M.A., Instructor, English

Gettysburg College, A.B.; Duke University, M.A.; Lutheran Theological Seminary at Gettysburg, B.D.

Irvin C. Henry, M.A., Associate Professor, Mathematics

Clarion State College, B.S.; Kent State University, M.A.; Additional graduate work, State University of New York at Buffalo.

Richard D. Hetrick, M.S., Instructor, Speech Pathology and Audiology, H.E.W. Program Development Grant

Clarion State College, B.S.; Purdue University, M.S.

David A. Hilton, Ed.D., Professor, Assistant to the President

Ohio State University, B.S.; University of Cincinnati, M.Ed.; Wayne State University, Ed.D.

Janice H. Horn, A.M.L.S., Assistant Professor, Librarian

Luther College, B.A.; University of Michigan, A.M.L.S.; Additional graduate work, University of Illinois.

- Roger G. Horn, A.M.L.S., Assistant Professor, Librarian  
Louisiana State University, B.M.E.; University of Michigan, A.M.L.S.; Additional graduate work, University of Illinois.
- Roger Hufford, Ph.D., Professor, Speech, Director of Forensics  
Illinois State Normal, B.S., M.S.; King's College, Durham University, England, M.Litt.; Southern Illinois University, Ph.D.
- Norman B. Humphrey, M.S., Associate Professor, Geography  
Slippery Rock State College, B.S.; Florida State University, M.S.; Additional graduate work at Pennsylvania State University.
- Albert A. Jacks, Jr., M.Ed., Associate Professor, Health and Physical Education  
Pennsylvania State University, B.S., M.Ed.; additional graduate work at University of Michigan, Pennsylvania State University, Slippery Rock State College.
- Arnold L. Jeschke, M.Ed., Instructor, English  
Edinboro State College, B.S., M.Ed.
- Ernest W. Johnson, M.Ed., Associate Professor, Education  
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Kent State University, University of Pittsburgh, Florida Atlantic University.
- Margery C. Johnson, M.S.L.S., Assistant Professor, Librarian  
Geneva College; Clarion State College, B.S., M.S.L.S.; Graduate work at Pennsylvania State University.
- John A. Joy, M.Ed., Assistant Professor, Health and Physical Education  
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work, University of Pittsburgh and Indiana University of Pennsylvania, Pennsylvania State University and Slippery Rock State College.
- Alfred E. Junod, Ed.D., Associate Professor, French  
New York University, B.C.S., M.A.; University of Buffalo, Ed.D.
- Eugene R. Karasek, M.A., Assistant Professor, History  
Trinity College, B.A., M.A.; Additional graduate work at Harvard University, and Pennsylvania State University.
- William J. Karl, M.A., Assistant Professor, English  
Michigan State University; Clarion State College, B.S.; Columbia University, M.A.; Additional graduate work at University of Pittsburgh.
- Robert A. Keenan, M.A., Associate Professor, Speech and Hearing  
Allegheny College, A.B.; Ohio State University, M.A.; Additional graduate study, State University of New York, Pennsylvania State University.
- Glenn L. Keldsen, M.S., Assistant Professor, Chemistry  
Antioch College, B.S.; University of Massachusetts, M.S.; Doctoral candidate, University of Massachusetts.

Clifford M. Keth, M.Ed., Associate Professor, Physical Science  
Clarion State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work, Harvard University, Pennsylvania State University.

Mohammad I. Khan, Ph.D., Professor, History  
St. John's College, Agra University, India, B.A.; University of Lucknow, India, M.A., LL.B.; Research Fellow, Indian School of International Studies, New Delhi; Claremont Graduate School & University Center, California, Ph.D.

Bong Hi Kim, DMA., Associate Professor, Music  
Seoul National University, B.M.; Southern Illinois University, M.M.; Eastman School of Music, University of Rochester, DMA.

Chai K. Kim, M.L.S., Assistant Professor, Librarian  
Yonsei University, Seoul, Korea, B.A.; Southern Illinois University, M.A.; State University College, Geneseo, N.Y., M.L.S.; Additional graduate study, University of Pittsburgh.

Elaine M. King, M.Ed., Assistant Professor, English  
Southwestern Oklahoma State College, B.A.; Indiana University of Pennsylvania, M.Ed.; Additional graduate work at Pennsylvania State University, University of Pittsburgh.

James C. King, Ph.D., Professor, History, Director of Academic Counseling  
Northeastern Oklahoma State College, B.A.; University of Utah, Ph.D.

Karen King, B.S., Instructor, Health and Physical Education  
Slippery Rock State College, B.S.

Joseph Kippert, B.S., Instructor, Astronomy (Part time)  
Indiana University of Pennsylvania, B.S.; Northwestern University.

David H. Klindienst, M.Litt., Associate Professor, Education  
University of Pittsburgh, B.A., M.Litt.; Additional graduate work, University of Pittsburgh, Westminster College, Pennsylvania State University, Kent State University.

Joseph J. Knowles, M.Ed., Associate Professor, Health and Physical Education  
Waynesburg College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Pennsylvania State University, University of Pittsburgh.

Helen Knuth, Ph.D., Professor, History  
University of Dubuque, A.B.; Northwestern University, M.A., Ph.D.

Katherine M. Kochno, Ph.D., Associate Professor, Psychology  
Institute of Natural and Medical Science, Kharkov; Medical School, Lvov; Free University in Munich, West Germany, Ph.D.; Columbia University, post doctoral study.

Henrietta Kodrich, B.S., Instructor, Education  
State University of New York, B.S.

William R. Kodrich, Ph.D., Associate Professor, Biology  
Hartwick College, B.A.; University of Pittsburgh, Ph.D.

Gustav A. Konitzky, Ph.D., Professor, Anthropology; Curator of Museum; Director, Archaeological Field Program  
University of Giessen (B.S. equiv.); University of Bonn (B.A. equiv.); University of Kiel, Purdue University, M.S.; Indiana University, Ph.D.; Post-doctoral Research Associate, Indiana University.

Ronald A. Kopas, M.S., Associate Professor, Mathematics  
University of Pittsburgh, B.S.; Purdue University, M.S.

Margaret M. Kordecki, M.A., Instructor, Geography  
Western Michigan University, B.S., M.A.; University of Hawaii, M.A.

Walter F. Koukal, Ed.M., Associate Professor, Education  
State University of New York, College at Buffalo, B.S.Ed.; State University of New York at Buffalo, Ed.M.; Doctoral candidate, Syracuse University.

Larry S. Landis, M.A., Instructor, Music  
Goshen College, B.A.; New York University, M.A.

John A. Laswick, Ph.D., Professor, Head of Chemistry Department  
University of Colorado, B.A.; Cornell University, Ph.D.

Donald E. Leas, M.S., Associate Professor, Director of Health, Physical Education and Recreation  
Michigan State University, B.S.; Southern Illinois University, M.S.; Additional graduate work, University of Illinois, Pennsylvania State University.

George R. Lewis, Ed.D., Professor, Director of Computer Center  
East Stroudsburg State College, B.S.; University of Pittsburgh, M.Litt.; Graduate work at Bucknell University; Pennsylvania State University, Ed.D.

Robert C. H. Liao, Ed.D., Associate Professor, Communication  
Chungshin University (Taiwan), B.A.; Boston University, M.S., Ed.D.

Frank Lignelli, M.Ed., Associate Professor, Director of Athletics  
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Pennsylvania State University.

Aatis E. Lillstrom, M.A.E., Assistant Professor, Division of Communication  
School of the Art Institute of Chicago, B.A.E., M.A.E.; Additional graduate study, Teachers College, Columbia University.

- Irving Lilly, Ph.D., Professor, Psychology  
Temple University, B.S., M.A., Ph.D.

Kenneth J. Linton, Ph.D., Associate Professor, Biology  
Michigan State University, B.S., M.S., Ph.D.

Victor Liscinsky, M.Ed., Associate Professor, Health and Physical Education  
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate study, University of Pittsburgh.

Donald K. Lowe, M.A., Associate Professor, Mathematics  
University of Pittsburgh, B.S., M.A.



- Bruce MacBeth, B.S., Instructor, English  
Clarion State College, B.S.; Additional study, Indiana University of Pennsylvania.
- John G. Mager, M.L.S., Associate Professor, Librarian  
Concordia Seminary, B.A., B.D., S.T.M.; Washington University, M.A.; University of California, M.L.S.; Additional work at Oakland City College, Akron University, Western Reserve University, University of Chicago.
- Matthew Marder, M.B.A., Assistant Professor, Business Administration  
Rutgers University, B.A.; Columbia University, M.B.A.; Additional graduate work at Pennsylvania State University.
- Gergely Markos, B.S., Instructor, Geography  
University of Colorado, B.A.; Additional graduate study, University of Colorado.
- Charles L. Marlin, Ph.D., Associate Professor, Speech  
University of Missouri, B.S.Ed.; Indiana University, M.A., Ph.D.
- Allene H. Masterson, M.Litt., Associate Professor, French and Spanish  
Geneva College, B.A.; University of Pittsburgh, M.Litt.; Additional graduate work, Duke University; doctoral candidate, University of Pittsburgh.
- Garrison A. McCaslin, M.Ed., Instructor, Biological and Physical Science  
Lock Haven State College, B.A.; Pennsylvania State University, M.Ed.
- William A. McCauley, Ph.D., Professor, Psychology, Dean of Graduate Studies  
State College, Geneseo, N.Y., B.Ed.; Colorado State, M.A.; Syracuse University, Ph.D.; Additional graduate work at Alfred University.
- Diana R. D. McColl, D.Ed., Associate Professor, Special Education  
University of British Columbia, B.Ed.; University of Oregon, M.Ed., D.Ed.
- Iola F. McCoy, A.M.L.S., Associate Professor, Library Science  
University of Michigan, A.B., A.M., A.M.L.S.
- James E. McDaniel, A.M.L.S., Assistant Professor, Librarian  
Eastern Michigan University, B.A., M.A.Ed.; University of Michigan, A.M.L.S.
- William M. McDonald, M.A., Associate Professor, Music, Director of Choirs  
Indiana University of Pennsylvania, B.S.; New York University, M.A.; Doctoral candidate, West Virginia University.
- Glenn McElhattan, M.S., Assistant Professor, Physical Science  
Clarion State College, B.S.Ed.; Western Reserve, M.S.
- Nancy S. McKee, M.L.S., Assistant Professor, Librarian  
Wilson College, A.B.; Carnegie-Mellon University, M.L.S.

John D. McClain, Ed.D., Professor, Director, Center for Educational Research and Regional Development  
Southern Oregon College, B.S.; University of Oregon, M.Ed., Ed.D.

Kenneth R. Mechling, M.A., Associate Professor of Biology  
Indiana University of Pennsylvania, B.A., M.A.; Additional graduate work, Northern Illinois University, University of Pittsburgh, Doctoral candidate, Michigan State University.

John Mellon, Ph.D., Professor, Dean of Liberal Arts  
Clarion State College, B.S.; University of Pittsburgh, M.Litt., Ph.D.; Additional graduate work at the University of Colorado and the Pennsylvania State University.

Peter Mervosh, M.Ed., Assistant Professor, Assistant Director of Admissions  
Clarion State College, B.S.; University of Pittsburgh, M.Ed.

Richard M. Metcalf, Ed.D., Professor, Division of Communication  
Illinois State University, B.S., M.S.; Indiana University, Ed.D.

Stanley F. Michalski, Jr., Ed.D., Professor, Music, Director of College Bands  
Pennsylvania State University, B.S., M.Ed., Ed.D.; Additional study at Wyoming Seminary, University of Pittsburgh.

J. Rex Mitchell, M.E.M., Assistant Professor, Music  
Muskingum College, B.S.; Kent State University, M.E.M.; Additional graduate work at the University of Michigan, and the Pennsylvania State University.

Melvin A. Mitchell, M.Ed., Assistant Professor, Mathematics  
Indiana University of Pennsylvania, B.S., M.Ed.; Additional graduate work, Pennsylvania State University, and Oberlin College.

Lester D. Moody, Ph.D., Professor, Head of English Department  
Washington State University, B.A.; University of Washington, M.A., Ph.D.

Eleanor D. Moore, M.S.L.S., Associate Professor, Library Science  
Clarion State College, B.S.; Additional work at Allegheny College; University of Pittsburgh, M.Ed.; School of Library Service, Columbia University, M.S.L.S.

James D. Moore, M.Ed., Professor, Dean of Academic Affairs  
Muskingum College, A.B.; University of Pittsburgh, M.Ed.

J. Robert Moore, Ph.D., Professor, Biology  
Clarion State College, B.S.; University of Pittsburgh, M.S., Ph.D.

John N. Moorhouse, M.Ed., Associate Professor, Education  
California State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate study at University of Pittsburgh and University of Utah. Doctoral candidate, Pennsylvania State University.

- David E. Morewitz, J.D., Associate Professor, Business Administration  
College of William and Mary, B.A.; University of Southern California, M.Acct.; University of Illinois, J.D.
- Don L. Morgan, Ph.D., Associate Professor, Assistant Director,  
Center for Educational Research and Regional Curriculum Development  
Northwest Nazarene, B.A.; University of Idaho, M.Ed.; University of Iowa, Ph.D.; Additional graduate work, Drake University.
- Russell L. V. Morgan, Ed.D., Professor, Administrative Head of  
Venango Campus  
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed., Ed.D.;  
Additional work at Allegheny College and Carnegie Institute of Technology.
- W. Lee Morrison, Ed.D., Associate Professor, Psychology  
Nebraska State Teachers College, B.S.; University of Denver, M.A., Ed.D.
- Elbert R. Moses, Jr., Ph.D., Professor, Head of Speech Department  
University of Pittsburgh, A.B.; University of Michigan, M.S., Ph.D.; Additional graduate work at Eastern Illinois State University, Northwestern University School of Speech.
- Paul R. Mosser, M.A., Associate Professor, Education  
Kutztown State College, B.S.; Lehigh University, M.A.; Additional graduate work, Rutgers University.
- Lois S. Mushrush, B.S., Instructor, Mathematics  
Clarion State College, B.S.; Graduate study, Boston College.
- Peter H. Nachtwey, M.A., Associate Professor-Counselor  
University of Rochester, B.A.; Columbia University, M.A.; Professional diploma, Vocational Counseling, Teachers College, Columbia University; Doctoral candidate, University of Pittsburgh.
- Donald A. Nair, D.Ed., Associate Professor, Associate Dean of Student Affairs  
The Pennsylvania State University, B.S., M.Ed., D.Ed.
- John Nanovsky, Ed.D., Associate Professor, Director of Student Union and Student Activities, Assistant Dean of Students  
Miami University, B.S.; University of Pittsburgh, M.Ed.; Indiana University, Ed.D.
- Charles E. Nanz, M.Ed., Assistant Professor, Health and Physical Education  
University of Pittsburgh, B.S., M.Ed.
- Gilbert Neiman, Ph.D., Professor, English  
Regis College; University of Colorado, B.A.; University of New Mexico, M.A., Ph.D.
- Max A. Nemmer, Ph.D., Professor, English  
University of Pittsburgh, B.A., M.L., Ph.D.

- Henry W. Newman, M.A., Associate Professor, English  
Sampson College; Syracuse University, B.A.; University of Pennsylvania, M.A.; Additional graduate work at Temple University and State University of New York at Buffalo; Doctoral candidate, University of Buffalo.
- Dilara Niloulin, M.D., Associate Professor, Russian  
University of Leningrad, M.D.; University of Montreal, M.A.; Ohio State University, Doctoral Candidate.
- Robert L. Northey, M.A., Assistant Professor, Mathematics  
Clarion State College, B.S.; Rutgers University, M.A.; Additional graduate study, Rutgers University, Pennsylvania State University, San Jose State College.
- Lester C. Oakes, M.S., Associate Professor, Geography  
Teachers College of Connecticut, B.Ed.; New York University, M.A.; Union College, M.S.; Teachers College, Columbia University, Professional Diploma; Additional graduate work, University of Pittsburgh.
- Galen L. Ober, M.Ed., Assistant Professor, Physical Science  
Indiana State College, B.A.; University of Pittsburgh, M.Ed.; Additional graduate work at University of Wisconsin, Oregon State, Georgia Institute of Technology.
- Michel G. Ossesia, Ph.D., Professor, Head of Mathematics Department  
University of Pittsburgh, B.S., M.Litt., Ph.D.
- Richard L. Pae, M.Ed., Instructor, Health and Physical Education  
Pennsylvania State University, B.S.; Shippensburg State College, M.Ed.
- Donald R. Pagano, M.S., Assistant Professor, Mathematics  
Duquesne University, B.S.; Syracuse University, M.S.; Additional graduate work at University of Pittsburgh.
- William J. Page, Ed.D., Professor, Director of Student Teaching and Placement  
Fredonia State Teachers College; Temple University, B.S., M.Ed., Ed.D.
- Frank A. Palaggo, M.Ed., Associate Professor, Education  
Clarion State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work at Pennsylvania State University.
- Mary D. Pannbacker, M.A., Associate Professor, Speech Pathology and Audiology  
Oklahoma College for Women, B.A.; University of Oklahoma Medical Center, M.A.; Doctoral candidate, State University of New York at Buffalo.
- Hugh Winston Park, Ph.D., Professor, English  
Hiram College, B.A.; Western Reserve University, M.A.; University of Utah, Ph.D.
- Charles G. Pearce, M.Ed., Assistant Professor, Art  
Indiana State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate study, Pennsylvania State University.



Lawrence L. Penny, Ed.D., Professor, Psychology  
Oklahoma State University, B.S. in Ed., M.S.; Kansas University, Ed.D.

Annette Roussel-Pesche, M.A., Assistant Professor, Music  
Carnegie Institute of Technology, B.A.; Ecole Normale de Musique de Paris, M.A.; Graduate piano studies, artist pupil of Alfred Cortot.

Leonard A. Pfaff, M.A., Associate Professor, Audio-Visual Education  
Southwest Missouri State College, B.S.; George Peabody College, M.A.; Additional graduate work at the University of Indiana.

Andor S. P-Jobb, M.F.A., Instructor, Art  
Art Academy of Budapest, Clarion State College, Kent State University, B.F.A., M.F.A.

Roxanne E. Plapp, M.A., Instructor, Speech  
Carroll College, B.S., Central Missouri State College, M.A.

Richard K. Redfern, Ph.D., Professor, English  
University of Illinois, B.S.; Cornell University, M.A., Ph.D.

William A. Redin, M.Ed., Associate Professor, Chemistry  
Pennsylvania State University, B.S., M.Ed.; Syracuse University, M.S.; Additional graduate work, Allegheny College.

John F. Reinhardt, M.A., Assistant Professor, English  
Grove City College, B.A.; New York University, M.A.; Additional graduate work, University of Pittsburgh.

Susan B. Reinhardt, M.Ed., Assistant Professor, Psychology  
Grove City College, B.S.; University of Pittsburgh, M.Ed., Doctoral candidate, University of Pittsburgh.

Thomas P. Reinwald, B.A., Instructor, Economics  
Miami (Ohio) University, B.A.; graduate study.

Betty Lou Reisman, M.A., Assistant Professor, Assistant Dean of Students  
Case-Western Reserve University, B.A.; Kent State University, M.A.

Eugene L. Rhoads, M.S. in Ed., Assistant Professor, Mathematics  
Clarion State College, B.S.; University of Pennsylvania, M.S. in Ed.; Additional graduate work, University of Chicago, University of Kansas, and San Jose State College.

Ernest T. Rice, Ph.D., Associate Professor, Assistant Director, Center for Educational Research and Regional Curriculum Development  
University of British Columbia, B.A.; Western Washington State College, M.Ed.; University of Iowa, Ph.D.

Charles W. Robbe, M.A., Assistant Professor, History

University of Iowa, University of Illinois, B.S.; Seminars—The University of Birmingham, England; University of Leyden, Holland; University of Paris, France; Chatelard School, Montreux, Switzerland; the University of Vermont, M.A.; Additional graduate research, University of California, University of Texas, Harvard University; Faculty Institute for International Studies on Asia, 1964-65.

- Richard C. Romoser, Ed.D., Professor, Psychology

Milton College, B.S.; State University of Iowa, M.A.; University of Denver, M.A., Ed.D.

Edward Roncone, B.A., Assistant Professor, Music

Carnegie Institute of Technology, B.A.; Additional work at Carnegie Institute of Technology; Berkshire Music Center; Life Fellow, International Institute of Arts and Letters; Conductor's Symposium, Philadelphia Orchestra; Doctoral candidate at West Virginia University.

Elizabeth A. Rupert, M.S. in L.S., Associate Professor, Library Science

Clarion State College, B.S.; Syracuse University, M.S. in L.S.; Additional work at University of Pittsburgh.

Charles A. Ruslavage, M.Ed., Associate Professor, Physical Education

Pennsylvania State University, B.S., M.Ed.; Additional graduate work at Slippery Rock State College and Pennsylvania State University.

Mohamed Said, Ph.D., Associate Professor, Physics Department

Baghdad University, B.A.; Brown University, Ph.D.

Roy H. Schreffler, D.Ed., Professor, Special Education

Juniata College, B.S.; Pennsylvania State University, M.Ed., D.Ed.; Additional graduate work at the University of Pittsburgh.

Richard W. Schuricht, M.Ed., Assistant Professor-Assistant Director of Admissions

University of Pittsburgh, B.A., M.Ed.

Susan Secor, M.L.S., Instructor-Librarian

Pennsylvania State University, B.A.; University of Pittsburgh, M.L.S.

Eugene A. Seelye, M.A., Assistant Professor, Art

Indiana University of Pennsylvania, B.S.; Columbia University, M.A.

Robert C. Segebarth, A.B., Professor, Director of Financial Aid Services

Colegate University, A.B.; additional graduate study, University of Buffalo.

Paul L. Shank, Ph.D., Professor, Physical Science

Bethany College, B.S.; Graduate work, University of West Virginia; University of Pittsburgh, M.Ed., Ph.D.

- Ralph W. Sheriff, Ed.D., Associate Professor-Assistant Director of Student Teaching  
Westminster Choir College, B.M.; Juniata College, B.A.; Pennsylvania State University, M.Ed., Ed.D.
- Daniel K. Shirey, Jr., Ed.D., Professor, Special Education  
Pennsylvania State University, B.S., M.S., Ed.D.
- George S. Shirey, M.A., Associate Professor of Geography  
Slippery Rock State College, B.S.; Miami University, M.A.; Additional graduate work, University of Pittsburgh.
- James D. Shofestall, M.Ed., Associate Professor, Physics  
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Brown University, Pennsylvania State University, Michigan State University, Texas A&M, and University of Michigan.
- Charles J. Shontz, Ph.D., Professor, Assistant to the Dean of Academic Affairs  
Indiana State College, B.S.; University of Pittsburgh, M.S., Ph.D.; Additional graduate work, University of Minnesota.
- Frances M. Shope, M.Ed., Assistant Professor, Health and Physical Education  
West Chester State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work, Pennsylvania State University.
- Ronald C. Shumaker, M.A., Assistant Professor, English  
Clarion State College, B.S.; Purdue University, M.A.; Additional graduate study, University of Pittsburgh.
- Harold E. Simmons, Ed.D., Professor, Dean of Professional Studies  
Iowa State Teachers College; Buena Vista College, B.A.; Drake University, M.S.; Teachers College, Columbia University, Ed.D.
- Betty Simpson, B.S., Instructor, Health and Physical Education  
West Chester State College, B.S. in Health and Physical Education; Additional graduate work, Pennsylvania State University.
- Edwin R. Simpson, M.A., Assistant Professor of Speech Pathology and Audiology  
Bloomsburg State College, B.S.; University of Iowa, M.A.; Additional graduate work, University of Iowa.
- Govind S. Singh, Ph.D., Professor, Geography  
Allahabad University, India, B.A., M.A.; Clark University, Ph.D.
- Sarjit Singh, Ph.D., Professor, Economics  
Punjab University, B.A., M.A.; Oklahoma State University, Ph.D.
- Glenn L. Sitzman, M.S., Associate Professor, Librarian  
Oklahoma Baptist University, B.A.; Baylor University, M.A.; Columbia University, M.S.

- Richard C. Skinner, M.Ed., Associate Professor, Education  
Western Illinois State Teachers College, B.Ed.; Northwestern University, M.A.; University of Illinois, M.Ed.; Additional graduate work at University of Illinois, University of Pennsylvania.
- Betty R. Slater, Ed.D., Professor, Education  
Buffalo State College, B.S. in Ed.; University of Buffalo, M.Ed., Ed.D.; Additional graduate work, Clarion State College.
- DeWayne E. Slaughaupt, M.S., Associate Professor, Physical Science  
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Clarkson College of Technology, M.S.; Additional work at Pennsylvania State University and Worcester Polytechnic Institute.
- Jack H. Smith, M.A., Associate Professor, Speech Pathology and Audiology  
St. Cloud State College, B.S.; University of Nebraska, M.A.; Additional graduate study, University of Michigan and Southern Illinois University.
- Lawrence A. Smith, Ed.D., Professor, Education  
Clarion State College, B.S.; University of Pittsburgh, M.Ed., Ed.D.
- Phyllis W. Smith, Ph.D., Associate Professor, Education  
Concordia College, B.A.; Temple University, M.Ed.; Southern Illinois University, Ph.D.
- William H. Snedegar, Ph.D., Professor, Head of Physics Department  
West Virginia University, A.B., M.S.; University of Kentucky, Ph.D.
- Walter F. Snyder, Ph.D., Professor, History  
Swarthmore College, B.A.; Yale University, Ph.D.; American Academy in Rome, F.A.A.R.
- Joseph R. Spence, M.Ed., Associate Professor, Head of Art Department  
Edinboro State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work, Syracuse University, Pennsylvania State University. Doctoral candidate, Pennsylvania State University.
- Oliver Steiner, M.S., Instructor, Music  
Julliard School of Music, B.M., M.S.; Additional study, Meadowmount School of Music, Accademia Internazionale di Musica da Camera.
- Norma St.Germain, M.F.A., Instructor, Art  
Clarke College, B.A.; Southern Illinois University, M.F.A.
- Dana S. Still, Ph.D., Professor, Assistant Dean of Academic Affairs  
Ohio State University, B.S., M.A.; University of Pittsburgh, Ph.D.
- Imogene Sumner, M.A., Assistant Professor, History  
Coe College, B.A.; University of Chicago, M.A.; Additional graduate work at University of Chicago.



- Zoe Swecker, Ph.D., Professor, History  
University of North Carolina at Greensboro, A.B.; University of Chicago, Ph.D.
- Franklin S. Takei, Ph.D., Professor, Philosophy  
University of Hawaii, B.A.; Fuller Theological Seminary, B.D.; University of Hawaii, M.A.; Pennsylvania State University, Ph.D.
- Christine M. Totten, Ph.D., Professor, German  
University of Berlin; University of Chicago; University of Heidelberg, Ph.D.
- Don E. Totten, Ph.D., Professor, Head of Geography Department  
University of Chicago, M.A.; University of Heidelberg, Ph.D.
- Charles E. Townsend, M.S., Associate Professor, Business Administration  
Georgia Institute of Technology, B.S.; University of Missouri, M.S.; Additional graduate work, University of Alabama, Pennsylvania State University.
- Ngo Dinh Tu, Ph.D., Professor, Political Science  
National College, Vietnam, B.A.; American University, M.A.; Harvard University, Ph.D.; Additional graduate work, Reserve Officers School, Vietnam.
- Neil W. Turner, M.Ed., Assistant Professor, Health and Physical Education  
Pennsylvania State University, B.S.
- Gilbert L. Twiest, Ph.D., Associate Professor, Biology  
Michigan State University, B.S., M.S.; University of Toledo, Ph.D.
- Necdet Ucoluk, M.S., Associate Professor, Mathematics  
Technical University of Istanbul, M.S. in E.E.; Istanbul University, B.S.; Carnegie Institute of Technology, Purdue University, M.S.; Additional graduate work, Purdue University, Rutgers, the State University, and Illinois Institute of Technology.
- Dale J. Urban, M.Ed., Instructor, Resident Director  
Athenaeum of Ohio, B.A.; St. Vincent College, B.D.; University of Pittsburgh, M.Ed.
- Joseph Uzmack, Ed.D., Professor, Education  
Clarion State College, B.S.; Indiana State College, M.Ed.; Pennsylvania State University, Ed.D.
- Ethel B. Vairo, M.Ed., Associate Professor, Assistant Dean of Students  
Lock Haven State College, B.S.; Temple University, M.Ed.; Bucknell University, Guidance certification; Doctoral candidate, Pennsylvania State University.
- Jay Van Bruggen, M.A., Associate Professor, Political Science  
Calvin College, B.A.; Western Michigan University, State University of Iowa, M.A.; Additional graduate work at Michigan State University, University of Nebraska.

Robert S. Van Meter, D.Mus., Professor, Head of Music Department  
Juilliard School of Music, B.S., M.S.; Indiana University, D.Mus. in Performance (Piano).

Kenneth G. Vayda, Ed.D., Professor, Director, Special Education Curriculum  
Pennsylvania State University, B.S., M.S., Ed.D.

Thomas T. Vernon, M.S., Associate Professor, Economics  
Colorado State University, B.S., M.S.; Doctoral candidate, Kansas State University.

Philip N. Wallace, M.A., Associate Professor, Assistant Director of Student Teaching  
Clarion State College, B.S.; University of Pittsburgh, M.A.; Additional graduate work at Allegheny College, Oneonta State University, University of Colorado.

Adam F. Weiss, Ph.D.; Associate Professor, Speech  
University of Pennsylvania, B.A.; University of Denver, M.A., Ph.D.

Anne L. Weiss, B.A., Instructor, German  
University of Pennsylvania, B.A.; Additional graduate study, Denver University.

Arthur A. Wickmann, Ph.D., Professor, Business and Economics  
Southern Missouri State College, B.S.; Northwestern University, M.B.A., Ph.D.

Samuel A. Wilhelm, Ph.D., Professor, History  
Clarion State College, B.S.; University of Pittsburgh, M.Litt., Ph.D.; Graduate work, University of Wisconsin and Harvard University.

John E. Williams, Ph.D., Professor, Biological Science  
Pennsylvania State University, B.S.; University of Illinois, Ph.D.

Mary Elizabeth Williams, M.L.S., Instructor, Librarian  
Clarion State College, B.S.; University of Pittsburgh, M.L.S.; Additional graduate study at Pennsylvania State University.

Donald A. Wilson, M.A., Associate Professor, English  
Niagra University, B.A.; State University of New York at Buffalo, M.A., doctoral candidate.

Robin S. Wilson, Ph.D., Professor, English  
Ohio State University, B.A.; University of Illinois, M.A., Ph.D.

Thomas V. Wimer, M.S., Associate Professor, Mathematics  
University of Pittsburgh, B.S., M.S.; Doctoral candidate, University of Pittsburgh.

George F. Wollaston, M.Ed., Assistant Professor, Chemistry Department

Clarion State College, B.S.; Pennsylvania State University, M.Ed.; Additional graduate work at Case Institute of Technology, Purdue University, Pennsylvania State University, Texas A & M University, and Carnegie Institute of Technology.

J. Kenneth Wyse, M.S. in L.S., Assistant Professor, Librarian

Clarion State College, B.S.; Western Reserve University, M.S. in Lib. Sci.; Additional graduate work, Western Reserve University, University of Pittsburgh.

Robert M. Yoho, Ed.D., Associate Professor, Education

Juniata College, B.A.; Pennsylvania State University, M.Ed., Ed.D.

Arnold H. Zaeske, Ed.D., Professor, Education, Director of Elementary Education

Elmhurst College, B.A.; University of Illinois, M.A.; University of Missouri, M.Ed., Ed.D.

Richard Zallys, M.A., Assistant Professor, Philosophy

University of Chicago, Ph.B., M.A.; Doctoral candidate, Indiana University.

## EMERITI

Paul G. Chandler, Ph.D., President Emeritus

Kentucky Wesleyan, B.A.; Columbia University, M.A., Ph.D.

Charles F. Becker, M.A., Education, Director of Student Teaching and Placement

Mt. Union College, Ph.B.; Teachers College, Columbia University, M.A.; Additional graduate work at Columbia; Pennsylvania State University; University of Pittsburgh.

Hazel Sandford, M.A., Associate Professor, Art

Graduate, State Normal School, Fredonia, N.Y.; Cornell University, B.S. Graduate work, Teachers College, Columbia University; New York School of Fine Arts; New York University, M.A.; Thurn School of Modern Art; Carnegie Institute of Technology; University of Pittsburgh; Study in Europe.

Bertha V. Nair, M.A., Assistant Professor, Head of English Department

Westminster College, B.A.; University of Pittsburgh, M.A.; Additional graduate work, Harvard University, University of Wisconsin.

Margaret A. Boyd, M.A., Associate Professor, English

Graduate, two-year course, Bethany College; University of Pittsburgh, B.A., M.A.; Additional graduate work at University of Wisconsin; Oxford University, Oxford, England; University of California, Columbia University.

Marie Marwick, M.A., Assistant Professor, Speech and English

Michigan State Normal College, B.Pd.; University of Arizona, B.A.; Columbia University, M.A.; Additional graduate work, University of Pittsburgh; University of California.

- C. A. Kuhner, M.S., Assistant Professor, Geography  
Ohio University, B.S.; University of Wisconsin, M.S.; Additional graduate work at University of Chicago; University of Pittsburgh.
- Mildred E. Gamble, M.A., Assistant Professor, Laboratory School  
Graduate, Indiana State Normal School; University of Pittsburgh, B.A.; Teachers College, Columbia University, M.A.
- Helen M. Becker, M.A., Assistant Professor, Elementary Education  
Graduate, Clarion State Normal School; University of Pittsburgh, B.S.; Teachers College, Columbia University, M.A.; Library Science, Clarion State College.
- Grace Pryor, M.Ed., Assistant Professor, Dean of Women  
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Additional graduate work at Duke University, University of Pittsburgh, Westminster College, Bucknell University, Pennsylvania State University.
- Rena M. Carlson, M.A.L.S., Associate Professor, Head Librarian  
Greenville College, B.A.; Carnegie Institute of Technology, B.S.L.S., Graduate work at University of Southern California; University of Michigan, M.A.L.S.
- Charles R. Flack, M.A., Associate Professor, Director of Library Science  
Library School, University of Wisconsin; University of Alberta, B.A.; University of Illinois, B.L.S., M.A.; Additional graduate study, University of Illinois and University of Chicago.
- Martha Stewart, M.Ed., Associate Professor, Head Librarian  
Northwestern University, B.A.; Carnegie Institute of Technology, B.S. in L.S.; University of Pittsburgh, M.Ed.
- Waldo S. Tippin, M.A., Professor, Education, Director of Athletics  
Attended Kansas State College; Geneva College, B.S.; Graduate work University of Michigan, University of Pittsburgh; Columbia University, M.A.
- Donald R. Predmore, Ph.D., Professor, Biological Science  
Miami University, University of Pittsburgh, B.S., M.A., Ph.D.; Additional graduate work at University of Colorado, University of Southern California, Columbia University, University of Miami.
- Lloyd S. Bromley, M.Ed., Assistant Professor, Physical Science  
Allegheny College, B.S.; University of Pittsburgh, M.Ed.; Additional study at Union College, University of Pittsburgh, Leybold Laboratory, Cologne, Germany.
- Donald D. Peirce, Ph.D., Professor, Head of Physical Science Department  
Oberlin College, A.B.; Attended Clarion State Normal School; Graduate work at University of Pittsburgh, Pennsylvania State University; University of Illinois, M.A., Ph.D.
- Margaret J. Wiant, M.Litt, Associate Professor, Geography  
Graduate of Clarion State Normal School; Clarion State College, B.S.; University of Pittsburgh, M.Litt.; Graduate work at University of Washington, Duke University, University of Colorado, Pennsylvania State University.



# INDEX

- Academic program, student responsibility for ..... 23
- Academic requirements, general .....27-29
- Accelerated program ..... 21
- Activities, student (see student affairs)
- Admissions regulations .....24-26
  - Advanced standing ..... 25
  - Freshmen .....24-26
  - Freshmen, September, 1970 .. 26
- Administration building ..... 7,9
- Administrative staff .....159-160
  - Academic services .....159
  - General services .....160
  - President and Assistant .....159
  - Student services .....160
- Advanced placement ..... 24
- Advanced standing, admission with .....25-26
- Athletic program ..... 15
- Automobiles, regulations concerning ..... 14
- Ballentine Hall ..... 9
- Bands .....16-17
- Board of Education, State .....159
- Board of Trustees, Clarion State College .....158
- Business Administration ....30,77-80
  - Admissions .....24-26
  - Areas of concentration ..... 79
  - Business foundation subjects .....78-79
  - Curriculum, eight semester sequence ..... 80
  - General education ..... 78
  - Objectives ..... 77
  - Scholarship requirements ...27-29
- Calendar .....4-5
- Call, the Clarion ..... 17
- Campus and facilities .....7-9
- Campus ministry ..... 18
- Carlson Library ..... 9
- Certificate, extension of ..... 44
- Certification, teaching .....43-44
- Chandler Dining Hall ..... 9
- Chapel Theater ..... 8
- Clarion, The ..... 17
- College Entrance Examination Board Examinations .....24,26
- Correspondence directory ..... 22
- Counseling service ..... 13
- Course descriptions .....99-157
  - Anthropology ..... 99
  - Art .....101
  - Biology .....103
  - Business Administration .....106
  - Chemistry .....108
  - Economics .....110
  - Education .....112
  - Elementary Education .....114
  - English .....115
  - French .....119
  - Geography .....120
  - German .....123
  - Health and Physical Education .....125
  - History .....127
  - Library Science .....131
  - Mathematics .....133
  - Music .....135
  - Philosophy .....141
  - Physics .....142
  - Political Science .....144
  - Psychology .....145
  - Russian .....147
  - Safety Education .....148
  - Science .....149
  - Sociology .....150
  - Spanish .....151
  - Special Education .....152
  - Speech .....153
  - Speech Pathology and Audiology .....156
- Choir, college ..... 16
- Course numbering system ..... 22
- Credit by examination .....22-23
- Credits, evaluation of ..... 44
- Cultural program ..... 16
- Davis Hall ..... 7
- Deans .....159-160
- Degree programs .....28-31
- Education, State Board of .....159
- Egbert Hall ..... 8
- Emeriti .....180-181
- Employment, student .....40-41
- Enrollment, summary of .....158
- Evaluation of credits ..... 44
- Evening classes ..... 23
- Extension of certificates ..... 44
- Faculty .....161-180
- Fees .....31-36
  - Activity ..... 31
  - Basic .....32-33

## INDEX (Continued)

- Deposits ..... 33
- Diploma ..... 34
- Housing ..... 33
- Late registration ..... 34
- Library Science ..... 31,32,36
- Medical service ..... 34
- Miscellaneous ..... 33-35
- Out-of-state ..... 32
- Payment of ..... 35
- Rebate of (repayment) .... 35-36
- Schedule change ..... 34
- Student activity ..... 31
- Summary of ..... 31-36
- Transcript ..... 34
- Financial aid services ..... 36-41
- Employment ..... 40-41
- Loans ..... 38-40
- Scholarships and grants .... 37-38
- Fine Arts Center ..... 9
- Food service ..... 12
- Fraternities ..... 19
- Freshmen, admission of ..... 24-26
- General information ..... 21-24
  - Accelerated program ..... 21
  - Advanced placement ..... 22
  - Correspondence directory .... 22
  - Course numbering ..... 22
  - Credit by examination .... 22-23
  - Evening classes ..... 23
  - Student responsibility ..... 23
  - Study abroad ..... 23
  - Summer session ..... 23
  - Veteran's affairs ..... 24
- Given Hall ..... 9
- Grading system ..... 27
- Graduate study ..... 31,94-98
  - Admissions ..... 94-95
  - Fees ..... 95
  - Programs ..... 95-98
    - M.A., history ..... 97
    - M.Ed., elementary edu. .... 95
    - M.Ed., mathematics ..... 96
    - M.Ed., speech pathology ... 96
    - M.S., biology ..... 98
    - M.S., library science ..... 97
- Gymnasium-Natatorium,
  - Waldo S. Tippin ..... 8
- Harvey Student Union ..... 8
- Health services ..... 12
- Health Service Center ..... 8
- Housing services ..... 11
- Humanities, liberal arts
  - major in ..... 83-85
- Infirmity ..... 12
- Inter-fraternity council ..... 19
- Insurance, health and
  - accident ..... 12
- Liberal Arts programs ..... 30,81-93
  - Admission and fees ..... 31-36,81
  - Characteristics of ..... 81
  - Curriculum ..... 82-90
  - General education
    - requirements ..... 82-83
  - Library science in ..... 89
- Majors
  - Humanities ..... 83-85
    - Area major ..... 85
    - Art ..... 83-84
    - English ..... 84
    - Foreign languages ..... 84
    - Music ..... 84
    - Philosophy ..... 84
    - Speech ..... 84
    - Theater ..... 84
  - Natural Sciences and
    - Mathematics ..... 85-87
      - Area major ..... 87
    - Biological sciences ..... 86
    - Chemistry ..... 86
    - Physical geography ..... 86
    - Mathematics ..... 86
    - Physics ..... 86
  - Social Sciences ..... 87-89
    - Area major ..... 89
    - Economics ..... 88
    - Geography ..... 88
    - History ..... 88
    - Political science ..... 88
    - Psychology ..... 89
    - Sociology-anthropology .. 89
- Objectives ..... 81
- Library ..... 7
- Library addition ..... 7
- Library science ..... 65-68
- Library science in liberal arts ... 89
- Loans ..... 38-40
- Madrigal singers ..... 16
- Main campus facilities ..... 7
- Medical services ..... 12
- Mentally retarded, Special Edu-
  - cation for teaching of ..... 73
- Music Hall ..... 8
- Musical organizations ..... 16-17
- Natural sciences and mathe-

## INDEX (Continued)

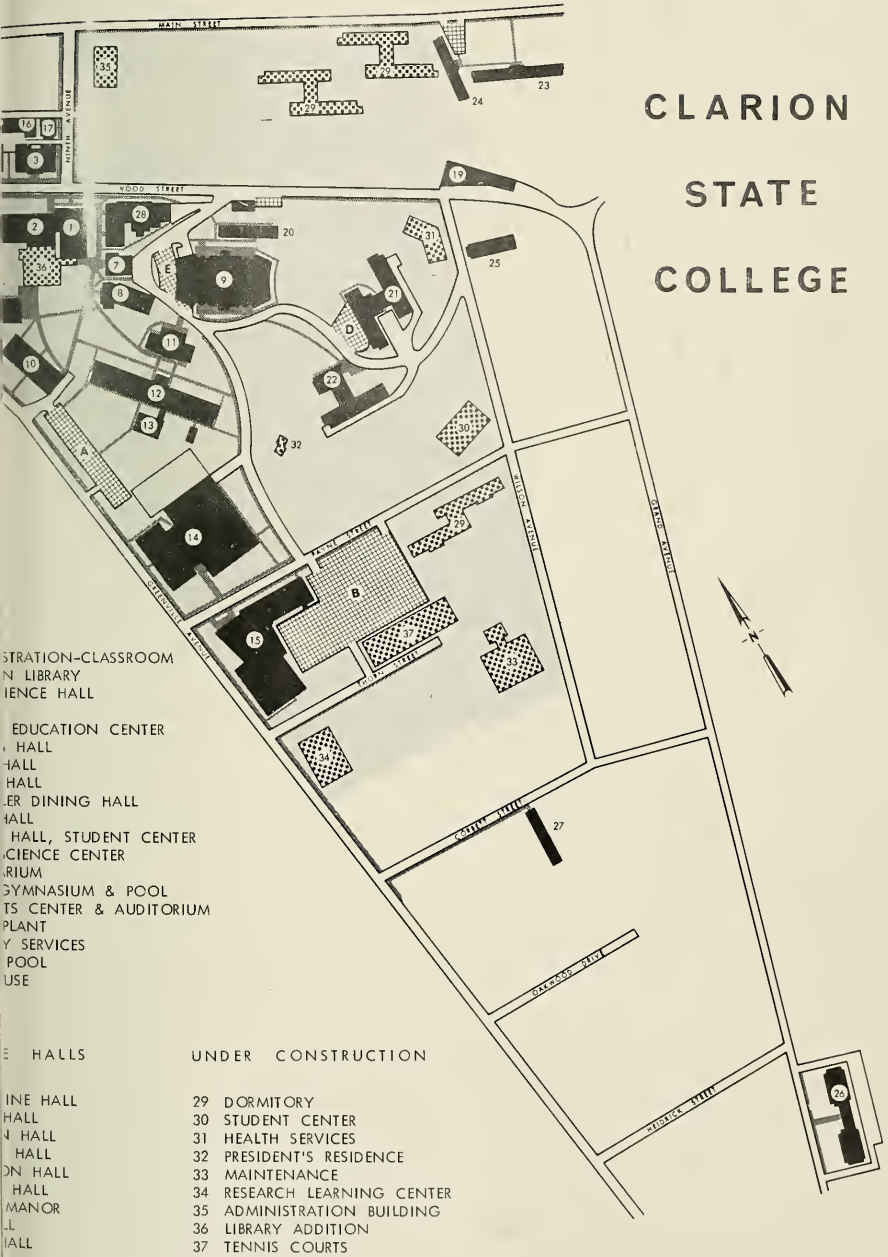
- maths, liberal arts majors in 85-87
- Newspaper, college ..... 17
- Nursing, public school ..... 72
- Panhellenic council ..... 19
- Parking ..... 14
- Pennsylvania State Board of Education .....159
- Placement services ..... 13
- President .....159
- Professional organizations .....20-21
- Publications .....17-18
- Public school nursing ..... 72
- Public School student teaching centers .....46-48
- Ralston Hall ..... 9
- Rebate of fees .....35-36
- Religious program ..... 18
- Requirements (see business administration, graduate study, liberal arts, teacher education)
- Research-Learning Center ..... 9
- Residence, campus .....11-12
- Residence, off campus ..... 11
- Safe driving and general safety education ..... 72
- Scholarships .....37-38
- Scholarship requirements .....27-29
- Science Center, Donald D. Pierce 8
- Science Hall, Old ..... 7
- Secondary education, course distribution in areas of specialization in .....52-64
  - Biology ..... 52
  - Chemistry ..... 53
  - Comprehensive science ..... 54
  - Earth and space science ..... 55
  - English ..... 55
  - French ..... 56
  - Geography ..... 57
  - German ..... 58
  - History ..... 58
  - Library science ..... 68
  - Mathematics ..... 59
  - Physics ..... 60
  - Russian ..... 60
- Safe driving and general safety education ..... 72
- Social studies ..... 61
- Spanish ..... 63
- Speech ..... 64
- Senate, student ..... 14
- Sequelle, The ..... 18
- Social program .....18-19
- Social science, liberal arts majors in .....87-89
- Sororities ..... 19
- Special Education .....73-75
  - Mentally retarded, teaching of .....73-74
  - Speech pathology and audiology .....74-75
- Special Education Building ..... 8
- Special fields and services in education .....65-75
  - Library science .....65-68
  - Music education .....68-71
  - Public school nursing ..... 72
  - Safety education ..... 72
  - Special education .....73-75
    - Mentally retarded .....73-74
    - Speech pathology and audiology .....74-75
- Speech and drama org. ....19-20
- State Board of Education .....159
- Stevens Hall ..... 7
- Student activities (see Student affairs)
- Student affairs .....10-21
  - Student personnel service ...11-14
    - Counseling services ..... 13
    - Food services ..... 12
    - Health services ..... 12
    - Housing services ..... 11
    - Infirmiry services ..... 12
    - Insurance ..... 12
    - Medical services ..... 12
    - Placement services ..... 13
    - Parking and auto regulation ..... 14
- Student activities .....14-21
  - Athletic program ..... 15
  - Intercollegiate ..... 15
  - Intramural ..... 16
  - Varsity "C" Club ..... 16
- Cultural program ..... 16
- Music program .....16-17
  - Bands .....16-17
  - Choir, college concert ..... 16
  - Madrigal singers ..... 16
  - Woodwind ensemble ..... 17
- Publications program ..... 17
  - Call, The Clarion ..... 17
  - Clarion, The ..... 17
  - Sequelle, The ..... 18

## INDEX (Continued)

- Religious program ..... 18
  - Campus ministry ..... 18
- Social program .....18-19
- Social organizations .....19-20
- Student government ..... 14
- Student senate ..... 14
- Professional organizations ...20-21
- Student Center ..... 10
- Student government ..... 14
- Student personnel services  
(see student affairs)
- Student teaching .....45-46
- Student teaching, public  
  school centers for .....46-48
- Study year abroad ..... 23
- Summer sessions .....23-24
- Teacher education .....29,42-75
  - Academic concentrations,
    - Elem. ....50-51
  - Certification .....43-44
  - Course distributions
    - Areas of specialization,
      - secondary .....52-64
    - General education ..... 48
    - Library science ..... 68
    - Music education .....69-70
    - Professional education,
      - elementary ..... 49
    - Professional education,
      - secondary ..... 52
  - Public school nursing ..... 72
  - Safety education ..... 72
  - Special education .....73-75
    - Mental retardation ..... 73
    - Speech pathology and  
  audiology .....74-75
  - Credits, evaluation of ..... 44
  - Curricula ..... 43
  - Curricula, eight semester  
  sequence in
    - Elementary education ..... 49
    - Library science .....66,67
    - Music education ..... 71
    - Secondary ..... 52
  - Special education
    - Mental retardation ..... 74
    - Speech pathology and  
  audiology ..... 75
  - Elementary concentrations ..50-51
  - Objectives ..... 42
  - Requirements, general .....44-46
  - Secondary education fields ..52-64
- Trustees, board of .....158
- Venango Campus ..... 10
  - Classroom building ..... 10
  - Course offerings ..... 76
  - Residence hall ..... 10
- Veterans' affairs ..... 24
- Withdrawals ..... 26
- Yearbook, college ..... 18



# CLARION STATE COLLEGE



FOR LIBRARY USE ONLY

CLARION, PENNSYLVANIA